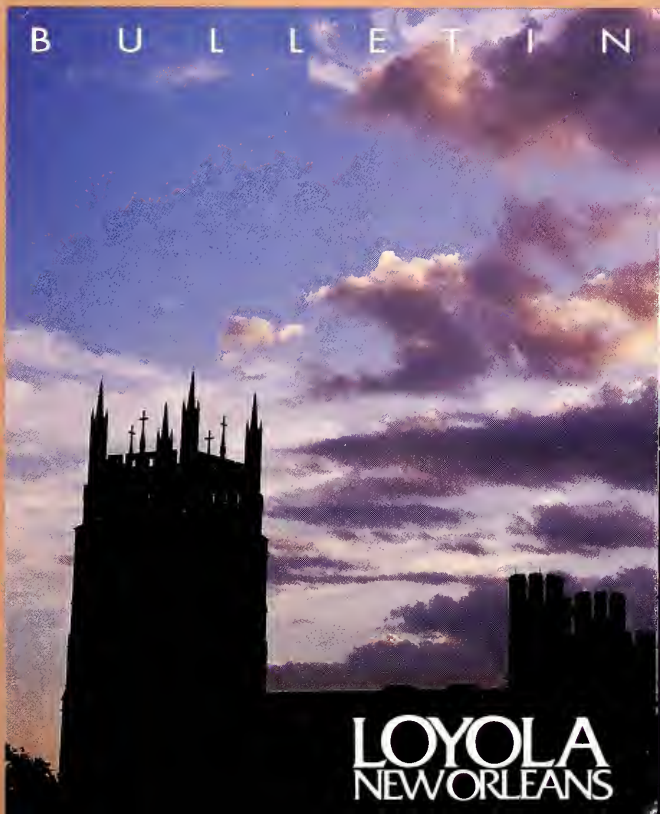
LOYOLA UNIVERSITY

1991-93 UNDERGRADUATE STUDIES

BULLETIN



LOYOLA NEW ORLEANS

U.S. News Ranks Loyola in Nation's Top 60

Loyola was recently rated one of the top 15 regional colleges and universities in the South and one of the top 60 in the United States by *U.S. News & World Report*'s special issue "America's Best Colleges."

U.S. News editors reported that a record response of more than 60 percent of the 4,131 college representatives polled completed the survey. The report studied and ranked nearly 1,400 four-year schools according to a system that combined statistical data with results of an exclusive survey of academic reputations.

Information about the schools' academic reputation was coupled with the data provided by the schools themselves to determine overall rank. These statistics measured admission standards, university faculty, and the level of student satisfaction as measured by the school's ability to graduate the students admitted as freshmen.

U.S. colleges and universities were divided into four broad categories. *U.S. News* then simplified the grouping by combining some smaller categories into larger groups and dividing them by region. This produced 14 groupings of schools categorized by size, region, selectivity, degrees offered and dollar amount of campus research.

This latest recognition by *U.S. News & World Report* complements Loyola's rating in the first edition of *Barron's 300: Best Buys in College Education* as one of the nation's best opportunities for affordable quality education. In addition, Loyola was also recently listed in *The Best Buys in College Education*, edited by Edward B. Fiske, education editor for the New York Times.

"Loyola continues to strive and succeed in its efforts to dramatically improve the unique educational opportunities provided," said University President Rev. James C. Carter, S.J., "and this success is earning significant national attention and respect for both the quality of our academic programs and our affordability."

LOYOLA UNIVERSITY

in New Orleans is a Catholic institution that revolves around the Jesuit tradition of contributing to the liberal education of the whole person.

The university searches for those students
who are not satisfied with the ordinary,
but who thrive on
CHALLENGE.
Our purpose is to provide quality education
for a select group of students.

Loyola University is a Jesuit university founded by the Society of Jesus and chartered on April 15, 1912 with ownership vested in the Loyola community of Jesuit fathers. The university was authorized to grant degrees by The General Assembly of Louisiana for the year 1912.

Today, Loyola New Orleans still operates under its founding purpose of offering a liberal arts education on the undergraduate level to all who seek knowledge and truth.

Loyola University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors and masters degrees.

All educational programs and activities are open to all qualified persons without regard to race, color, creed, national origin, age or sex in the true spirit of Christian love and charity and the Jesuit commitment to social justice.

Loyola is a medium-size university with a total enrollment of 5,611 students, including 364 graduate, 786 Law School students and 588 other students. There are 2,398 students in the College of Arts and Sciences, 1,067 in the College of Business Administration, 563 in City College, and 209 in the College of Music. Students attending the summer sessions number about 2,000.

The College of Arts and Sciences faculty numbers 222, giving a faculty-student ratio of 1 to 13. The College of Business Administration has 46 faculty with a ratio of 1 to 16, City College has 46 faculty with a ratio of 1 to 9, and the College of Music has 45 faculty with a ratio of 1 to 6.

Loyola's student body is geographically diverse. Nearly a quarter of the students permanently reside outside Louisiana and represent 45 states, the District of Columbia, Puerto Rico, and 49 foreign countries. Students also represent a wide range of social and economic backgrounds.

The campus is located in a residential area of uptown New Orleans known as the University Section.

Fronting on tree-lined St. Charles Avenue where streetcars are the mode of public transportation, Loyola's main campus faces Audubon Park directly across the avenue. The 19-acre campus is a collection of beautiful Tudor-Gothic buildings and modern architecture. Two blocks up St. Charles Avenue is the recently acquired four-acre Broadway Campus.

Loyola University was rated among the top 60 of the 561 regional colleges and universities in the United States by *U.S. News and World Report* 1990 special report on America's best colleges. The survey also listed Loyola among the top 15 regional colleges and universities in the South. Loyola is rated one of the nation's best opportunities for affordable quality education in the first edition of *Barron's 300: Best Buys in College Education* edited by Edward B. Fiske, education editor for *The New York Times.*

Loyola is committed to the task of equipping its students to know themselves, their world and their potential. It operates from the belief that to perform that function properly, it must strive to be an academic community composed in a manner fitting today's pluralistic society and ecumenical age. Students of all beliefs and faiths are welcome at Loyola if they are willing to dedicate themselves to the university's educational mission.

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PROGRAMS OF STUDY

COLLEGE OF ARTS AND SCIENCES

Bachelor of Arts

Communications
Drama
Drama/Communications
Economics
English
French
German
History
Philosophy
Political Science
Psychology
Religious Studies
Russian
Sociology
Spanish
Theatre Arts with a Minor in
Business Administration
Visual Arts
Visual Arts/Graphics

Bachelor of Fine Arts

Bachelor of Science

Biological Sciences
Chemistry
Computer Information Systems
Computer Science
Elementary Education
Mathematics
Physics

COLLEGE OF BUSINESS ADMINISTRATION

Bachelor of Business Administration

Accounting (Day & Evening)
Economics
Finance
General Business (Evening)
International Business
Management
Marketing

COLLEGE OF MUSIC

Bachelor of Music

Performance
Jazz Studies
Piano Pedagogy
Theory and Composition
Music with Minors in
Business Administration
Communications
Computer Science
Drama

Bachelor of Arts in Music

Music History
Music Theory

Bachelor of Music Education

Instrumental
Vocal

Bachelor of Music Therapy

PRE-PROFESSIONAL PROGRAMS

Pre-Dentistry
Pre-Engineering
Pre-Medicine
Pre-Pharmacy

CITY COLLEGE (Evening Studies)

Bachelor of Applied Science
Bachelor of Criminal Justice
Bachelor of Liberal Studies
Bachelor of Science-Nursing

SCHOOL OF LAW

Juris Doctor

GRADUATE DEGREES OF THE COLLEGES

Master of Arts in Communications
Master of Arts in Religious Studies
Master of Business Administration
Master of Education Science in Guidance and Counseling
Master of Education Science in Reading
Master of Science in Education in Administration
Master of Science in Education in Teaching (Elementary)
Master of Science in Education in Teaching (Secondary)
Master of Music
Master of Music Education
Master of Music Therapy
Master of Pastoral Studies
Master of Religious Education
Master of Science in Biological Sciences
Master of Science in Teaching

LOYOLA
searches not just for students,
but for young men and women
who have
imagination,
initiative,
intelligence,
and character.

GOALS OF LOYOLA

The following statement represents many months of work by faculty, administrators and students at Loyola. It was mandated by the Council on Academic Planning, approved by the Standing Council for Academic Planning and approved in July 1971 by the Board of Trustees. Revisions proposed by the Standing Council for Academic Planning and approved by the Board of Trustees in July 1973, January 1977 and May 1983 are incorporated in this edition of the Goals Statement.

LOYOLA UNIVERSITY IS A CATHOLIC INSTITUTION

Loyola, as a Jesuit university, is committed to the belief that Christianity presents a world view which is meaningful in any age. Although the message of Christianity is not wedded to any given philosophy, science, art, or politics, it is still not compatible with every point of view.

The person is central in a Catholic university. Its task is to equip its students to know themselves, their world, their potential, and their Creator. To perform this function properly, it must strive to be one academic community composed of administrators, faculty, and students, both laypersons and clerics. This community must be composed in a manner fitting to our pluralistic society and ecumenical age. It can, therefore, be made up of many whose modes of commitment to university aims differ: of those who have dedicated their lives to the Christian faith commitment, of those who live non-Christian faith commitments, and of some who live no formal faith commitment at all. Religious and non-religious, Christian and non-Christian, all will dedicate themselves to the mission of this Catholic university, each in his or her own way. All will cooperate in the search for truth, either by exploring the inner dynamism of Christianity and its implications for the present or by provoking the quest for truth in others. All are bound together by a common search for knowledge. All are dedicated to the discovery and promulgation of truth.

The community in quest of truth has a reverence for creation, not only the creations of God and the creations of people, but for life itself as a fountain of creativity. Reverence for creation fosters universal concern and dedication. All who are concerned for and dedicated to the truth are welcome in the Loyola community. Only those who condemn the commitments of those who seek the truth will not find a home here.

The Catholic university must foster among its students, its faculty, and the larger community a critical sense. To think critically one must have a place to stand. Criticism must be based upon agreement on basic values and principles. Without this there can be no meaningful disagreement. Loyola stands on its Catholic commitment. This commitment is not the end of a search, but the beginning of an inquiry into other traditions, other regions, other religions. Loyola seeks to hand down a heritage even as it learns and teaches methods of thinking which will revivify the heritage and breach new frontiers of knowledge.

Because Loyola is committed to the Christian tradition, it should support excellence in theological instruction and scholarship as well as recognize the preeminent place of theology among the disciplines of higher learning. Catholic teaching should be presented in some structured way to aid the student to form her or his own world view.

Rapid change is a feature of contemporary life. Education should equip students to meet the rapid developments they will encounter and should enable them to make sound judgments as values undergo constant scrutiny. It is the tradition of the Society

of Jesus to discern what is good and true in the movements of history. Loyola pledges itself to educate its students to meet change with equanimity, good judgment, and constructive leadership. Innovations in the direction of a more Christian and just structure for society are expected of the Loyola University community, its alumni, and its friends.

Loyola is committed to a serious examination of those conscious and unconscious assumptions of contemporary American civilization that tend to perpetuate societal inequities and institutional injustices. In this endeavor it is particularly concerned with those prevalent economic, judicial and educational attitudes which are inconsistent with the social teachings of the Church.

LOYOLA CONCENTRATES ON LIBERAL EDUCATION

Loyola intends to achieve its goal of integrating the vision of faith with the remainder of human knowledge by concentrating on the liberal education of its students. While Loyola emphasizes studies in the liberal arts, it is also committed to professional study. Liberal studies assist a student to broaden and deepen convictions; professional studies assist a student to actualize convictions. Planning and efforts, therefore, are to be centered on the achievement of excellence in liberal and professional education.

Loyola is aware of the need for innovation in undergraduate education. Because of its size and independent status, Loyola is in a unique position to explore new programs and approaches in education. Loyola should experiment with the full realization that lack of change often implies more risk than change itself.

Loyola's spiritual and material resources will be dedicated to the support of graduate programs if they fulfill one or both of the following criteria: (a) they are necessary for strengthening undergraduate programs; (b) they fulfill serious community needs.

LOYOLA RECOGNIZES ITS COMMUNITY RESPONSIBILITIES

Loyola looks forward to its place in the community of the future. The American university of the future will be more involved in community service than the university of earlier decades. Loyola stands ready to do whatever is in its power as an independent Catholic university to solve the problems of American society today.

Loyola should make a serious effort to probe and uncover the latent unity of the Southern people so that together they may build a richer future for their children. Loyola should make conscious efforts to prepare the educationally underprivileged for college life and to make a college education available to them. In particular, Loyola recognizes its obligation to provide such educational opportunities to the Black community, which historically has been deprived of this advantage.

Within the limits of available resources, institutes and programs will be created, developed or discontinued as the need arises under the scrutiny of the Standing Council for Academic Planning. Among present programs are those that serve high school students and teachers, the educationally and economically disadvantaged, nurses, law enforcement agencies, and labor.

LOYOLA IS A COMMUNITY OF SCHOLARS

Loyola aims at developing and maintaining a distinctive community of scholars. The bond of this community is the desire of teachers and students to reach academic excellence in their pursuit, not of knowledge alone, but of truth and Christian wisdom. In such a community, students and faculty are in contact with centuries of accumulated wisdom and should be active in shaping this wisdom for a new day. By

reason of their formative life within this community, they should be conscious of the achievements and failures of all of human history, particularly those of their own culture and time. As a result, they should be capable of principled judgment in the face of complexity and ambiguity, and humanely moved or divinely inspired to leave behind them a better world than they found.

Such a mission will best be accomplished in our day by a community drawn from many religious, ethnic and cultural backgrounds, and through firm, vigorous and dynamic programs in the arts, humanities, sciences and law. It can be accomplished especially well by programs of studies which cross traditional disciplinary lines. Faculty and students are encouraged to collaborate in the formation of interdisciplinary curricula and programs.

The university's libraries comprise an essential component in the development of a community of scholars. The expansion and improvement of library resources are major objectives of the university. Therefore, Loyola should continue to participate in cooperative efforts among universities designed to reduce unnecessary duplication of library resources and to experiment with innovations such as information retrieval technology.

In sum, Loyola wishes to assist each person in becoming more aware of the problems of society and of his or her ability to correct these problems. Such a person would have a firm moral conviction to live up to his or her obligations to himself or herself to community and to God.

THE FUTURE OF THE UNIVERSITY

Loyola is potentially strong in three areas that are in some significant way unique: communications, music, and religion. By achieving excellence in these unique areas and sustaining its strong undergraduate departments, Loyola will be a significant force in higher education.

The university should aim at a gradual and studied increase in size of the student body consistent with maintaining quality programs, close student-faculty contact and maximum use of existing resources.

Loyola should increase and make more effective its ties with other colleges and universities in the New Orleans area. The New Orleans Consortium is a good example of how such effective bonds can be forged.

There is an obvious relationship between certain fields of study and the institutions and social movements of the modern city, state and nation. A portion of studies such as business and the social or behavioral sciences should be done off-campus with students examining and working in institutions and agencies actually practicing in these fields. Such study can be an academic activity. It should be undertaken as part of regular academic programs because it is directly related to the subjects for which Loyola takes educational responsibility.

PRIORITIES INVOLVING PLANNING

One of the principal responsibilities of the Standing Council for Academic Planning (SCAP) is to direct an orderly and systematic planning sequence that will ensure that Loyola is prepared for the future. To fulfill this role, SCAP must carefully examine not only all the elements of any new programs but also assess the viability and quality of existing programs. Economic constraints, educational and professional needs and community expectations are necessary considerations in all recommendations.

As an additional responsibility, SCAP should be active in lending its support to the extension and development of the New Orleans Consortium so that fuller use of the combined resources of facilities, faculties and staff may be made.

PRIORITIES INVOLVING STUDENTS

Loyola recognizes that value-oriented education must occur in the context of total human development and is founded upon an appropriate integration of the religious and intellectual development of the student and the education of the whole person. Loyola students should be provided with a foundation of learning experiences which will enable them to develop further their personal values and life goals. For this reason, Loyola expects students to accept responsibility in determining policies, programs and curricular requirements. The university involves students in the planning of their education and the shaping of their environment and encourages student participation in the deliberations of faculty and administration.

Loyola is committed to the development of a culturally and educationally diverse student body and is pledged to represent this diversity in all programs and services which affect student life. One of Loyola's greatest assets is a student body which reflects the cultural diversity of metropolitan New Orleans. Loyola will make every effort to attract a sizable percentage of students from outside of Louisiana and the Deep South to increase the cultural, intellectual and demographic diversity of the student body. Special efforts will be made to encourage students to share their differing cultural perspectives in contributing to the campus community and its programs. In order to ensure this diversity and balance in the student body and maintain the quality of admitted students, the Admissions Office will continue a careful evaluation of every applicant. Based upon this commitment to diversify the student body, Loyola balances ability and need in making its financial awards.

In keeping with its commitment to educational excellence, Loyola will continue to enrich the student population with outstanding students who will attract other good students and faculty and stimulate all to greater efforts. In support of this goal, special enrichment programs have been established and will be continued and strengthened. Loyola also maintains a strong commitment to the average and the underachieving student and provides programs to facilitate his or her adjustment to the academic environment.

The university recognizes the importance of providing programs to facilitate the integration of the new student into the university community and to encourage the development of harmonious relationships among the diverse elements of the student body. Loyola provides counseling at every level. Academic counseling should be systematically organized and supervised by the deans, and faculty members should recognize their counseling responsibilities. Personal counseling, growth opportunities and support programs to help the student meet the normal problems associated with making the transition from one life stage to another are provided by the Counseling Center. Loyola will continue to establish programs lead by professionally trained personnel to facilitate students' continuing personal and social growth, to help to students develop the skills necessary to cope with academic demands, and to aid them in identifying and pursuing purposeful career goals and future aspirations. Personal and spiritual counseling should complement one another. Campus Ministry does play a special role in assisting students to adjust both to university life and to understanding the full scope of a Loyola education. Programs which strengthen the student's social, cultural, and academic environment outside the classroom should be supported. Student activities and co-curricular programs which are educational and which prepare students for further leadership will be expanded. Such programs

include student government and organizations, prayer groups, organized recreational activities, and the Loyola Community Action Program (LUCAP).

Loyola is cognizant that the student body increasingly includes senior citizens, career persons returning for further education, women preparing to re-enter previous careers, and other students in non-traditional programs. As part of the education at Loyola, it is important that these students be strongly encouraged to participate in campus life and to see the university as able to make a significant contribution to their lives outside regular classroom experiences. Facilities, programs and services will be developed to support the active participation of such students utilizing professional staff, peer assistance and community referral.

PRIORITIES INVOLVING FACULTY

A university is a community of teachers and learners. The knowledge and teaching ability of the faculty place it in a unique position of leadership. The faculty has primary responsibility for such fundamental areas as curriculum, subject matter, methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. The faculty sets requirements in courses, determines fulfillment of the requirements, and approves degree candidates for presentation to the President and Board of Trustees.[1]

Within the framework of excellent liberal and professional education, faculty activities should be a studied balance among teaching, research and community service. These goals can best be realized by a stable, financially secure and professionally active faculty. Faculty participation in university governance reflects its concern with academic excellence through teaching, research, other scholarly activities, and the maintenance of an atmosphere of academic freedom and responsibility. It is expected that Loyola faculty will have active professional interests which will contribute to the vitality of its work in the classroom.

PRIORITIES INVOLVING CURRICULUM

The university curriculum provides the students, faculty, and administration with a common reference system for the pursuit of academic excellence and scholarship. Loyola is committed to a steady exploration in and experimentation with curriculum design. Curricular reform should be planned and conducted by faculty-student committees working in cooperation with the dean of their college.

So that each undergraduate can achieve a liberalizing education, the curriculum should ensure that instruction be given in the traditional areas of the humanities, sciences, and the fine arts, regardless of the major field of study. This common portion of the contribution reflects Loyola's commitment to participation in the Judeo-Christian intellectual tradition. To achieve this objective, the curriculum must convey a grasp of religious thought and philosophical discourse which frees from ignorance and from mindless conviction and commitment. Each degree program must fulfill all university and college requirements but remain flexible enough to meet the changing needs of the field of study involved.

Differences in the educational objectives of the undergraduate colleges may result in variations in the extent of their participation in the common curriculum. However, the number of major courses required by each program should not be so

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[1]1966 Statement on Government of Colleges and Universities, by the American Association of University Professors, American Council on Education, and the Association of Governing Boards of Universities and Colleges, from Appendix C, Loyola University Faculty Handbook, November 15, 1973.

great as to produce over-specialization of the student. Periodic reviews of the degree requirements should be conducted.

The development of a high degree of ability in expressing ideas both verbally and in writing should form an essential part of each student's education. Moreover, the student should be encouraged to develop a basic competence in those languages that best complement his or her own program of study. In keeping with this, Loyola should continue to explore innovations in instruction in both human and machine languages and encourage utilization of presently available technical aids including computer-assisted instruction. Loyola should also explore the possibility of greater inter-university cooperation and specialization in the areas of language, arts and computer science.

Because of its intrinsic importance, education in the physical and life sciences has held an important place at Loyola. Loyola will continue to make every effort to inculcate scientific literacy in all of its students. Many patterns of thought in our time are grounded in the methods employed by the sciences. College students should be exposed to the disciplines of the natural sciences. Thus, Loyola will continue to devote sufficient resources to maintain its excellent program of service courses for undergraduates in other fields and will make every effort to recruit talented majors in these programs.

An ordered society needs men and women trained in the law and business administration. Loyola has produced and will continue to produce leaders in law, government, and business administration. Because Loyola is committed to the Christian tradition, it should provide the leaders of tomorrow with those values which strengthen our society.

Law and graduate students should be offered a liberalizing education, and their respective curricula should insure that instruction is given in the areas of ethics, professional responsibility and the humanistic concerns of their respective disciplines. Legal and graduate education at Loyola should also reflect Loyola's commitment to participation in the Judeo-Christian intellectual tradition.

The School of Law is committed not only to a theoretical and practical understanding of the law, but also to the highest ideals of social justice and professional responsibility. The Law School offers a comparative law approach to legal education through its complete common law and civil law programs. It is unique in the community in providing a legal education in the evening.

All Loyola disciplines should provide opportunities for study through seminars, honor courses, discussion courses, independent study, research projects, and courses designed by students. Loyola will continue its tradition of close student-faculty contact which has always constituted the basis of quality education.

LOYOLA CHARACTER AND COMMITMENT STATEMENT

The following statement represents many months of work by both Jesuit and lay faculty, staff and administrators at Loyola. It was written by the Task Force on Jesuit Identity and approved by the Board of Trustees in November 1980.

1. Loyola faces the years ahead with confidence. Relying on God's providence and assiduously practicing the virtue of discernment, we will plan for what lies ahead. Our society is marked by increasingly rapid change, growing complexity, and a burgeoning pluralism. These realities are not without their impact upon our community. Loyola is today a larger, more complex institution than it was thirty years ago. The student body and the faculty are more numerous and more pluralistic in their composition. Moreover, the proportion of Jesuits at Loyola has declined and may show further decline in the immediate future. It appears beneficial, therefore, that we take stock at this juncture and articulate, without diffidence or defensiveness, our self-understanding and our educational vision.
2. Our starting point as a community is our recognition and acceptance of the goodness of all God's creation and the ideal of human solidarity and community under God. Further, we acknowledge the Lordship of Jesus and affirm that God was in Christ reconciling the world to God. Around this central confession of faith we hope to shape our lives. It would be meaningless for Loyola to label itself Catholic and Jesuit were it not to center its self-understanding upon these truths. Though our world is broken and fragmented by evil, both personal and social, the enfleshment of God's Son as our brother grounds our hope for the eventual and ultimate victory of goodness and order. God in Christ has called us to choose freely and to follow in the footsteps of our Lord and to do what in us lies to nurture the Reign of God that is aborning in this world where divine and human activities intersect.
3. Motivated by the Christian vision of reality, Loyola undertakes its task as a Catholic institution of higher learning in the Jesuit tradition. Loyola's Jesuits have publicly stated that their "mission is essentially religious but specifically intellectual and educational in the broadest and deepest sense." In all phases of this academic endeavor the university community must strive to achieve the excellence that has come to be synonymous with the Jesuit tradition of learning. As a community of educators and scholars, Loyola's faculty and staff must be dedicated to excellence in teaching, in research, and in service to the larger community. The university must provide an environment conducive to growth of its faculty and staff and the development of scholarship and understanding of personal values that is so much a part of the Christian tradition. At the same time, concern for the student as a person is central to the Jesuit educational mission. Above all, Loyola will endeavor to develop in its students a love for truth, the critical intelligence to attain it, and the eloquence to articulate it. By word and example, Loyola will dedicate itself to educate our students in the Christian tradition, which we recognize as "not wedded to any given philosophy, science, art, or politics . . . [but] still not compatible with every point of view." (Loyola University Goals Statement)
4. While academic excellence and liberal education are the immediate goals of our university community, they cannot be, in view of our commitment as a Jesuit

university, the ultimate raison d'etre. Academic excellence stands in the service of the full human development of persons as moral agents. In this regard, it would be well to recall the role of the Spiritual Exercises of Ignatius Loyola in the development of every Jesuit. After the Gospel, the Exercises are the wellspring of the Jesuit spirit. They endow Jesuit activity with a distinctive quality. Some understanding of the Exercises, therefore, is necessary to understand the ultimate aim of the Jesuit educational endeavor. The Exercises aim to enable a person, with God's help, to make a Christian choice in regard to the most significant truths and values of life. The choice may be a fundamental option or a conversion affecting the totality of one's existence. Again, it may simply issue from a periodic reassessment of priorities. Whatever the matter of choice may be, the decision-making process should be marked by certain characteristics. First, it ought to be disentangled from inordinate attachment, disordered affectivity. It must purge itself of bias, prejudice, and stereotypical thinking. Only so can it be genuinely free. Second, any significant option ought to be illuminated by human and divine wisdom. No pertinent light that comes to us from history, science, art or religious experience should be ignored. Third, significant choices must not remain merely notional. They must be woven into the texture of one's life; choice must incarnate itself in action. In the light of the Ignatian ideal, choices are to be made with a commitment to pursuing the greater good in any course of action. Capacity for truly human action is what Jesuit education hopes ultimately to achieve.

5. Because education at Loyola is person-centered and concerned ultimately with choice and action, the curriculum, spiritual life and student life must on all levels and in all areas be concerned with values. Our goal is wisdom, not mere technical competence. In this regard it is well to recall that the Spiritual Exercises, as the Gospels before them, while world-affirming, condemn self-aggrandizement and promote service to others. Jesus, the man for others, is for us the archetype. Solicitude for others, not mere efficiency or mere bureaucratic convenience, must motivate us to a concern for all members of the university and to ever-widening circles of concern for our city, our state, our region, our nation and our planet. Because of our human solidarity, a concern for one, even the least of his brothers or sisters, is a concern for all.
6. It is understandable then that in the face of our contemporary situation Jesuits the world over have recently determined that the best way to embody their commitment to the Gospel and the Ignatian Exercises is through the promotion of justice animated by faith. Accordingly, Loyola as a Jesuit university embraces the conclusion of the 32nd General Congregation of the Society of Jesus that Jesuit education must be a catalyst for needed social change, hence dedicated to fostering a just social order.
7. This commitment to social justice can be shared by all who are of good will, thus capable of enlisting the support of our entire community in all its ecumenical diversity and ideological pluralism. We must, therefore, in our policymaking, in our administration, in our entire curriculum, and in the totality of our campus life, strive to bring to life concern for justice to which our Jesuit and Christian heritage commit us. Further, we must challenge all assumptions in light of this commitment. Consequently, as an institution we must be person-centered, not merely bureaucratically efficient.
8. All members of the university community, regardless of their personal faith-commitment or value system, are urged to collaborate in the promotion, clarification, and pursuit of the objectives set forth in this statement. With full

respect for the complexities of a pluralistic culture, with wholehearted commitment to the ideals of religious and academic freedom, and with renewed dedication to the ecumenical spirit of Vatican II, Loyola University is open to any person who sincerely seeks for truth and value. Dialogue and debate concerning controversial issues, even religious ones, are not only tolerated but encouraged. Yet, it should be recognized that the university has an identity defined by its mission that relates to every aspect of institutional life. Deliberate derogation from or subversion of these objectives is incompatible with the university's mission, destructive of its identity, and disruptive of the university community well-being. The university community should make every effort to reconcile any member who finds himself or herself in conflict with these objectives.

9. More could be said about Loyola's identity. However, what has been said should suffice to spur reflection and dialogue. Loyola is a community given to the pursuit of excellence in teaching and scholarship, personal and spiritual development, and to the promotion of justice and faith in accordance with its nature as an institution of learning. One of the leading challenges to any university today, and especially to Loyola in view of its Jesuit and Catholic character, is to teach an ethic of selfless service and sharing that decisively breaks with the present obsession with joyless and insatiable consumption. Education at Loyola succeeds only to the extent that it leads our community to examine how faith relates to society's systemic injustice. Moreover, it fails if it does not demonstrate how faith can be coupled with love to move us to action in the pursuit of justice. Jesuit education, then, is the education of persons for others, persons who will seek to act justly, to love tenderly, and to walk reverently in the spirit of Jesus as the man for others.

St. Charles
BOARD AT FRONT
EXIT AT REAR
932

ADMISSIONS

Director: Nan Massingill, M.Ed *Office:* 315 Marquette Hall

APPLICATION PROCESS AND DEADLINES

Decisions regarding admissions are made under a policy of rolling admissions. Notification of admission under this plan will be mailed as soon as possible after receipt of all necessary materials. If admission is deferred, the applicant will be considered again.

Qualified applicants may enroll at the beginning of the fall, spring, or summer term.

August 1 for the fall term and January 1 for the spring term are the suggested deadlines for admission as a degree seeking student; however, students may be admitted as degree, non-degree, or transient students after these dates. Non-degree and transient students are ineligible for certain types of state and federal aid.

ADMISSION POLICY

Admission to the university represents a selection based on the personal and academic records of the applicant. Evaluation by the Admissions Review Committee is devised to select a student body with high standards of scholarship, personal character, and serious educational aims, without regard to race, color, sex, creed, age, national origin, or handicap.

Freshman admission is based on the credentials submitted by a student for the admissions portfolio. National test scores, high school transcripts , the counselor or teacher evaluation, and the essay are evaluated by the committee. For applicants to the freshman class, a six semester high school transcript may be used in consideration for admission. Acceptance to Loyola is contingent upon continued successful academic performance and graduation from high school. The objective of the admissions process is to select the students who may profit from the courses of study and services offered by Loyola University and to maintain the academic standards that have brought recognition to Loyola as a Catholic, Jesuit university. Loyola encourages any student to apply for admission and accepts those students whose credentials indicate a high probability of success. Because of the diversity of high school curricula, cultural influences on test results, the various abilities required in collegiate programs, and the unique background of applicants, each applicant's admissions portfolio is reviewed individually.

Transfer student admission is based on an evaluation of official transcripts from each previous college or university, the grade point average, the transfer recommendation form, and the essay.

Although a personal interview is not required, a visit to the campus by the applicant is strongly encouraged. Appointments for interviews should be made in advance with the Office of Admissions.

DEFINITIONS FOR APPLICANTS

Educational Levels

UNDERGRADUATE — Students who have not received a bachelor's degree or who wish to pursue a different bachelor's degree than already earned. Permission of the dean is necessary for a second undergraduate degree. (Example: Bachelor of Science earned, pursuing a Bachelor of Arts.)

GRADUATE — Students who have received a bachelor's degree and wish to enroll in either graduate or undergraduate course work.

Classifications

DEGREE SEEKING — Degree-seeking students are those students who wish to pursue a degree at Loyola University.

NON-DEGREE SEEKING — Nondegree-seeking students are those students who wish to enroll at Loyola on a continuing basis but not pursue a degree program. Non-degree seeking freshmen, transfer and graduate students are required to meet the minimum standards set for degree-seeking students in those categories.

TRANSIENTS — Transient students may be admitted for any one semester. In order to continue their enrollment in the next semester, transient students must apply as non-degree seeking students and submit those credentials required by the admissions committee.

A student who is a one-semester visiting, non-degree seeking student at Loyola can be categorized as a **Freshman** or **Transfer Transient I**. A **Freshman Transient I** can be admitted with an unofficial high school transcript or GED scores that meet the minimum freshman requirements and unofficial ACT or SAT scores that meet the minimum freshman requirements. A **Transfer Transient I** can be admitted with either a letter of good standing at their present institution (cannot be classified as on probation, suspension, or dismissal) or a final grade report from their present institution which shows a cumulative GPA of 2.25 from a four-year or two-year institution.

A student who is seeking regular admission to Loyola University as a continuing full-time or part-time degree or non-degree seeking student but has not been able to supply all official credentials to the Office of Admissions by the last day of late registration can be categorized as a **Freshman** or **Transfer Transient II**. A **Freshman Transient II** can be admitted with an unofficial high school transcript or GED scores that meet the minimum freshman requirements and unofficial ACT or SAT scores that meet the minimum freshman requirements. A completed essay and a counselor or teacher recommendation are required. A **Transfer Transient II** can be admitted with unofficial copies of transcripts from all institutions attended. The minimum transfer GPA requirement must be met. If the **Freshman** or **Transfer Transient II** wishes to continue in a subsequent semester all official credentials must be received by the Office of Admissions by registration deadlines.

Admit Types

UNDERGRADUATE FRESHMEN — Students who have not enrolled on a college campus as a matriculated student. All freshmen are required to submit the application, the essay, the counselor or teacher evaluation, the high school transcript or GED, and the results of either the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT). Students who have received college credit while still in high school should apply as freshmen indicating some college work, and have two official transcripts sent as soon as final grades are posted whether or not credit was earned. The ACT/SAT is not required of students who are entering college for the first time and are 22 years or older.

UNDERGRADUATE TRANSFER STUDENTS — Students who have attended another college or university. Transfer applicants must submit the application for admission, the essay, the transfer recommendation form, and two official transcripts from each institution previously attended, whether or not credit was earned. Students who have attempted less than 12 semester hours of credit should apply and follow the directions for freshmen and submit two official college transcripts.

READMITS — Students who have previously enrolled at Loyola in an academic program (does not include continuing education and non-credit courses). Readmits need only complete the application form if they have not attended another institution since their last enrollment at Loyola. Readmits who have attended another institution since their last enrollment at Loyola and have attempted more than 12 semester hours at the other institution are required to follow the same procedures as transfer students.

Admission Actions

ADMITTED — The candidate is admitted to the undergraduate program for the term designated on the application.

RESTRICTED REGISTRATION — Prospective freshman students who do not meet the minimum requirements may be admitted by the Admissions Review Committee with a restricted registration.

PROBATION FOR TRANSFER STUDENTS — Transfer students who do not meet the minimum requirements for admission and who are eligible to return to the institution previously attended, may in some instances be admitted on probation by the Admissions Review Committee.

REFERRED DECISION — The decision is deferred until additional information is collected on the student. The student will be informed by the Admissions Office of the information the committee needs to complete the credentials.

DENIED — The candidate is not accepted into the undergraduate program. This action is taken after the candidate is considered for all other admission actions.

STUDENTS RETURNING FROM EXCLUSION — Students who fail to remove probation in the specified time may be excluded from the university for a minimum of one semester or for a minimum of one year. If such students wish to return to the university after their exclusion period, they must reapply for admission. Readmission in such cases is not automatic and is decided by the dean who initiated the academic action as well as the dean of the college to which the student is applying. A mandatory part if the readmission process is an interview with the assistant/associate dean, who will, if the student is readmitted, develop a contract with the student for the appropriate curriculum and required progress. Students who reside out of state may substitute a letter to the assistant/associate dean in lieu of the interview.

EXCLUSIONS

Students on suspension by another university are ineligible to be considered for admission to Loyola, until the period of suspension is met.

FOR ALL ADMITTED STUDENTS

TUITION AND RESIDENCE HALL DEPOSITS — Following acceptance, all first time full-time undergraduate and graduate students must submit a deposit of $200 ($100 for commuters) on or before May 1 in order to reserve a place in the class and/or residence halls. Deposits received after May 1 are accepted on a space available basis. Partial refunds of 50 percent are granted until July 1 and deposits received after July 1 are not refundable. Checks should be payable to Loyola University and sent to the Office of Admissions.

CAMPUS RESIDENCY REQUIREMENTS AND RESIDENCE HALL CONTRACTS — All freshman undergraduate students less than 21 years of age not from the New Orleans metropolitan areas are required, as a condition of enrollment, to reside in university housing. Advanced placement credits do not negate this requirement. New Orleans undergraduate freshmen must either reside in university housing,

if space permits, or with a parent or legal guardian. Residence hall information is sent with the official notification of a student's acceptance. Reservations for all students are confirmed only after receipt of a signed contract, a $100 housing deposit, and verification of adequate accident/ sickness insurance coverage. Residence hall contracts, and accident/sickness insurance cards should be sent to the Office of Admissions. For further information about housing and health insurance refer to the Student Life section of the Loyola University Bulletin.

MEDICAL REQUIREMENTS — A medical release must be signed by the applicant or an applicant's parent or guardian, if under 18 years old. Additionally, all applicants and all students being readmitted to Loyola must complete the appropriate forms. All forms should be completed soon after the letter of acceptance is received so that the Student Health Office receives it by August 15. All persons entering Loyola for the first time must show proof of immunization for tetanus/ diptheria (within the past 10 years) and show proof of a TB test (within the past year). In addition, all students born after 1956 and entering the university for the first time must show proof of immunization for measles, mumps and rubella. Failure to show proof of these immunizations will require the student to receive the immunizations from a private physician or Student Health Service at the student's expense *prior to registering for classes.* Final acceptance is contingent upon a satisfactory health report. The university may require additional testing or examination of applicants where it appears in the best interests of the applicant and/or the university. An applicant may be refused admission to Loyola on the recommendation of the university's Health Committee. Students enrolled for less than 12 credit hours are not required to complete the medical reports, but encouraged to do so. Those who do not complete these medical forms cannot be treated by the staff of the health office.

FINAL TRANSCRIPTS — Immediately after graduation, accepted freshman applicants must have sent to the Office of Admissions an official transcript with the date of graduation or an official letter verifying graduation. Transfer students who were enrolled and taking classes at another institution at the time of their application and acceptance to Loyola must have an official transcript sent to the Office of Admissions as soon as the coursework is completed.

POLICIES AND REGULATIONS

Students are enrolled at Loyola in accordance with the policies defined in the university Bulletin, Student Handbook, and the traditions of the college in effect at that time. Readmitted students are subject to the policies in effect at the time of readmission. The university reserves the right to clarify and change policy in the course of the student's enrollment.

All applicants and Loyola students are required to provide complete, correct, and truthful information on all university applications, forms, and correspondences. If a student falsifies a record and it is discovered between the time of his or her application for admission and the beginning of classes, it may be considered cause for cancellation of registration. If such a falsification is discovered after the student has begun classes, it may be considered cause for dismissal.

TRANSFER OF COURSE WORK

Official transcripts from other accredited colleges and universities should be sent to the Admissions Office. These will be forwarded to each dean's office for evaluation and application toward the degree from Loyola. The dean's office will notify the student of the evaluation of transfer course work. The transfer GPA will

be computed and used for admission purposes only. Transfer credit will only be awarded as earned hours for approved courses in which grades of "C" or above have been earned. Regardless of the number of hours accepted in transfer, students are required to meet the residency and degree requirements of their program of study.

Earned hours from another college in remedial, technical and/or courses not considered to be "college level" will not be transferred. Credit for proprietary and vocational programs is not transferable. Experiential learning programs and correspondence credit taken at an accredited university may be counted only if approved by the dean's office of the college to which the student applies. Military credit evaluated by the American Council of Education may be counted when approved by the dean's office of the college to which the student applies.

Prospective transfer students should contact each dean's office as to how courses transfer; College of Arts and Sciences (504) 865-3244; College of Business Administration (504) 865-3544; College of Music (504) 865-3037; City College (504) 865-3530.

It is the student's responsibility to report discrepancies or question evaluations within the first 30 days of the last class day of the student's first term.

SPECIAL EVALUATION

Applicants who have a grade point average less than that required for presentation to the Admissions Review Committee and who have not been enrolled at any college or university for at least two calendar years, may petition for a special evaluation. It is necessary that they receive the written permission of the dean of the college they wish to enter as well as the approval of the director of admissions. In effect, the special evaluation eliminates all courses in which grades of D or F were received. Courses in which the student received a C or better are calculated into hours earned.

Students receiving a special evaluation may not qualify for certain kinds of financial aid.

ORIENTATION

The university sponsors a **Fall** and **Spring Orientation** for new students held prior to the beginning of classes for each fall and spring term.

Fall Orientation is held the week before classes begin. All new freshman and transfer students are required to attend this program. Students take placement tests, see advisors, and register for fall classes. Students enrolled in summer school will be allowed to attend fall orientation if they satisfactorily complete summer work. For more information on fall orientation, contact the Office of Admissions, (504) 865-3240 or 1-800-4LOYOLA.

EARLY SCHOLARS PROGRAM

The Loyola Early Scholars Program is a viable educational alternative for gifted and talented high school students (grades 10-12). Students are initially admitted to the program for one semester only. They may continue in subsequent semesters upon successful completion of each course (a grade of C or better). Academically challenging college level course are available during the fall, spring, and summer terms.

ELIGIBILITY CRITERIA AND ADDITIONAL REQUIREMENTS

1. High school students entering grades 10, 11, or 12.
2. A minimum GPA of 3.30 in selected subjects.
3. An ACT score of 25 or an SAT score of 1000 or other evidence of outstanding achievement.

4. Two recommendations from the secondary school administration (counselor, teacher, or principal).
5. An essay and interview with a designated Loyola official.
6. An audition where appropriate.
7. A completed application for the Loyola Early Scholars Program.
8. Signature of approval from a parent or guardian.
9. An official school transcript (current year plus two preceding years).
10. Official ACT or SAT score reports.

EARLY ENTRANCE

Certain students who are recommended by their high school principals and are considered by the Committee on Admissions to be ready for college work may be admitted immediately following the completion of the junior year in high school. This program of admission without high school diploma is intended to serve applicants of unusual promise who will benefit from beginning their college careers a year early. The Committee on Admissions may require additional examinations over and above those normally required for entrance and may make use of any other criteria, such as maturity and motivation, which may seem desirable.

INTERNATIONAL STUDENTS

International students must comply with the basic admission requirements established for freshman and transfer students. In addition these applicants must satisfy all provisions of the U.S. Immigration Act.

All documents relative to an application for admission must be submitted in English and authenticated by a school official or consulate officer. In addition to academic records, international applicants must submit an affidavit of financial support, endorsed by a bank official.

Applicants whose primary language is not English must show a proficiency in English adequate for university level as evidenced by their performance on the Test of English as a Foreign Language (TOEFL). Additional testing options may be requested through the Office of Admissions.

Applicants who are otherwise qualified but whose TOEFL score is below the required level should plan on further English study before entering Loyola on a regular basis. Details of offerings in intensive English instruction at Loyola may be obtained by writing to the Office of International Student Affairs.

Transfer students from U.S. institutions may substitute at least 24 hours of academic credit at 2.5 or better in lieu of the TOEFL. Graduates of U.S. institutions may substitute the obtained degree for same. TOEFL scores are valid for two years from date of test.

PUERTO RICAN STUDENTS

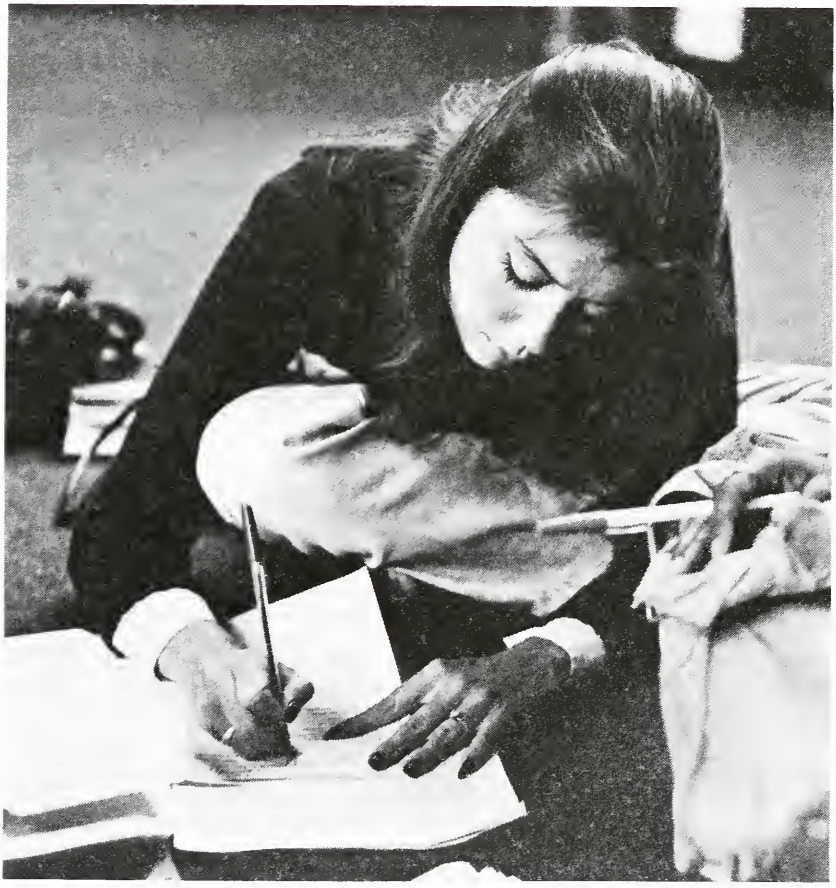
Puerto Rican students whose first language is English must comply with the basic admission requirements established for freshman and transfer students.

Freshman applicants whose first language is Spanish are required to submit PAA (College Board Prueba de Aptitud Academica) which includes the ESLAT (English as a Second Language Achievement Test, a subtest of the PAA). Transfer applicants from Puerto Rico who are transferring from a college or university where the language of instruction is not English, must provide a TOEFL or ESLAT score. If the language of instruction is English, the regular admissions requirements will apply.

All freshman and transfer applicants from Puerto Rico are required to submit the application, official transcripts, essay, and recommendations required of all applicants.

POLICY ON NONDISCRIMINATION

Loyola University has fully supported and fostered in its educational programs, admissions, employment practices and in the activities it operates the policy of not discriminating on the basis of race, color, creed, national origin, sex, age or handicap. This policy is in compliance with all applicable federal regulations and guidelines.



TUITION, FEES, AND FINANCIAL AID

All regular students are assessed tuition and fees on a semester basis.

These fees and the tuition pay for only about 59 percent of the actual cost of operating Loyola for one year. The other 41 percent is made up with funds raised by the Annual Support Program from alumni, friends, faculty and staff, foundations, and corporations and revenues from the university endowment.

Applicants for admission to Loyola and students who need assistance in paying for their education are encouraged to apply for financial aid. Applications for financial aid are included in the application packet. Additional forms may be obtained from the financial aid office.

TUITION AND FEES

Undergraduate students enrolled in the Colleges of Arts and Sciences, Business Administration, and Music, are charged a flat rate for tuition if they are enrolled as full-time students having registered for 12 to 20 credit hours. Students taking less than 12 hours are charged on a per-hour basis. Students enrolled in City College are charged the flat full-time rate for 13 to 20 credit hours and the per-hour rate for less than 13 credit hours. Students enrolled in the College of Business Administration, day or evening, are charged the flat full-time rate for 12 to 20 credit hours and the per-hour rate for less than 12 credit hours. Per-hour rates vary in respect to the college, level, and time of the course. Students taking more than 20 hours are charged the flat rate, plus the per-hour rate for the hours over 20. This overload rate does not apply to Music students. There is no full-time or flat rate during the Summer Session.

Because of the uncertainty of the economy and budgetary projections, Loyola University reserves the right to change tuition, fees, or other charges printed herein. The rates listed below are for 1991-92.

TUITION

A&S, BA, Music, undergraduates (FR, SO, JR, SR, Transient, Non-Degree)		
Financial Full-time (12-20 credit hours) ..... (City College, 13-20 cr. hrs.)	$4,600.00	per semester
Financial Part-time (11 credit hours or less)		
Undergraduate courses:		
Arts and Sciences	$323	per credit hr.
Music	$323	per credit hr.
Bus. Admin. (day 11 hrs. or less)	$323	per credit hr.
Bus. Admin. (evening 11 hrs. or less)	$291	per credit hr.
City College (12 hrs or less)	$155	per credit hr.
All Graduate Courses	$351	per credit hr.
Overload (each credit over 20) ..... (except College of Music)	$323	per credit hr.

Summer Session (1992)		
Undergraduate (day)	$323	per credit hr.
Undergraduate (evening business)	$291	per credit hr.
Undergraduate (City College)	$155	per credit hr.
Graduate (day or evening)	$351	per credit hr.

FEES

For Beginning Students		
Application fee-undergraduates (not refundable)	$20.00	
Acceptance deposit (applicable to tuition, 50 percent refundable until July 1)		
Campus residents (includes housing deposit)	$200.00	
Off campus	100.00	
For All Students		
University Center fee		
Full-time students	75.00	per sem.
Part-time students	40.00	per sem.
Summer Session	40.00	per session
Student Government Association fee		
Full-time students	15.00	per sem.
Part-time students	7.50	per sem.
Athletic fee		
Full-time students	15.00	per sem.
Part-time students	10.00	per sem.
Yearbook Fee		
Full-time students	5.00	fall sem.
Part-time students	2.50	fall sem.
Contingent fees		
Late registration	20.00	
Late payment	100.00	
Add/Drop a course	5.00	per course
Student teaching fee (part-time students only)	100.00	per sem.
Transcript	2.00[1]	
Credit by examination		
Departmental Examination.	100.00	
External Examination.	20.00	
Student Health Insurance (cost varies)	336.00	per yr.
Library book not returned	35.00	minimum
Cap and gown rental (cost varies)	24.95	

Students are encouraged to make payments by check or money order made payable to Loyola University. Cash transactions are discouraged. A charge of $10 will be assessed for each check returned from the bank.

[1]If more than one transcript is requested at a given time, the cost for each additional transcript will be only $1.00.

TUITION REMISSIONS

TEACHER DISCOUNTS — A remission of 50 percent of the tuition is allowed to full-time New Orleans area teachers from accredited elementary and secondary schools enrolled in education degree programs. To apply, a letter from the principal of the school written on official school stationary must be submitted to the Office of Scholarships and Financial Aid. This letter must give the applicant's name, social security number, teaching or specialty area, and state that the applicant is a full-time teacher for the academic year for which the tuition remission is being sought.

RESIDENCE HALLS

Charges for room and board are due on a semester basis. Room rent is billed along with tuition and fees. The residence hall contracts are for both fall and spring semesters. Freshmen and undergraduate students less than 21 years of age not from the metropolitan New Orleans area are required to live in a university residence hall. Board is paid separately. Proof of personal sickness and accident insurance coverage or participation in university sponsored plan is required as a condition of residency in university housing.

Room Rates

The following are room rates in effect for the 1991-92 academic year. An increase in rates is expected for the 1992-93 academic year.

	Double Room
Biever Hall (Men) & (Upperclass women)	$1,405.00 per sem.
Buddig Hall (Women)	$1,405.00 per sem.
Cabra Hall (Co-Ed Upperclass, Graduate, Law)	$1,445.00 per sem.
Residence Hall Deposit	
50 percent refundable (See Student Housing)[1]	$100.00
Biever Residence Council fee	$ 10.00 per sem.
Buddig Residence Council fee	$ 10.00 per sem.
Cabra Residence Council fee	$ 10.00 per sem.

Rates apply to the academic semester only. The Christmas holiday period and between semesters are not included in the room charges. The university may utilize rooms in the residence halls to house conference groups during holiday periods.

Information on accommodations and on reservations is provided in the chapter titled *Student Life.*

Meal Plans (Board)

Loyola students have three meal plan options to choose from, either 19, 14 or 10 meals per week. The university's contract food service prepares 19 meals per week, breakfast, lunch and dinner Monday through Friday; brunch and dinner on the weekends. Students choosing either a 14 or 10 meal plan have the opportunity to eat any 14 or 10 of the 19 meals prepared each week. The university has instituted a mandatory meal plan requirement for all freshmen resident students. The following rates are in effect for 1991-92. A price increase is expected for 1992-93.

19 plus plan	$1,015 per semester*
14 plus plan	$960 per semester*
10 plus plan	$900 per semester*

[1]This fee is credited to the student's room charge. It is not refundable if the student cancels the housing request.

Checks must be made payable to Loyola University and sent to the Loyola Dining Services Office, Box 220, Loyola University, 6363 St. Charles Avenue, New Orleans, Louisiana 70118. Payment must be made in advance. A payment plan is available. Personal checks, bank checks, VISA, American Express, and Master Card accepted.

*Payment includes establishing a $10 balance for cash food services using the Danna Center Card.

For more information regarding the meal plan please call 504-865-3428.

Danna Center Card

The university has instituted a computer controlled prepaid system that allows the membership holder to access the meal plan, cash food purchases and Bookstore purchases using a declining balance method. Membership, which is open to all members of the university community, provides a magnetically encoded picture I.D. The Danna Center Card is read by the computer at your point of purchase and will automatically reduce your balance in the correct account. The Danna Center Card has proven to be a safe, convenient and flexible method to preplan and monitor your expenditures.

For more information please call the Danna Center Card Office at 504-865-3859.

BILLING AND PAYMENT POLICY

Students are mailed a bill for the tuition, fees, and room charges. New freshmen students and all others who have not preregistered are mailed a bill soon after registering. Returning students who have preregistered receive a bill prior to the start of classes.

Full payment must be received by the student finance office no later than 30 days after school begins. Students paying after this date will incur a late payment fee. Students taking Special Programs courses, Continuing Education courses, and all international students must pay in full before the first class meeting. If a bill is not received within three weeks, or if an adjustment should be made to the bill, the student should contact the student finance office so that payment can be made by the 30 day deadline. Subsequent failure to pay in full will result in the assessment of additional penalty fees at the university's discretion. Students who have not satisfied all financial obligations have not officially completed registration and are subject to dismissal. Students whose checks are returned NSF also are subject to dismissal.

Loyola will withhold statements of honorable dismissal, grade reports, transcripts, the diploma, and all other reports or materials until all indebtedness to the university has been paid or until satisfactory arrangements have been made with the vice president for Business and Finance. No one will be allowed to enroll for subsequent semesters as long as prior financial indebtedness has not been satisfied. It is also the policy of Loyola to withhold transcripts, registration and diplomas on any student who has defaulted on a Guaranteed Student Loan, Stafford Loan, Perkins Loan, NDSL or other student loan. In the event that the delinquent account is placed with an outside agency for collection, all collection costs, attorney fees and court costs incurred will be passed on to the student.

MONTHLY PAYMENTS

Although Loyola has no monthly payment plan of its own, students may subscribe to one of two plans offered by outside companies.

The first plan is a deferred payment, revolving credit plan whereby the parent or student contracts with Manufacturers Hanover to finance all or a part of the annual expenses and repay the amount borrowed on a 12 month basis.

The second plan is a prepaid plan which enables the parent or student to budget payment of required charges before the school year begins. Payments begin five months prior to fall registration and continue for ten months. This plan is offered by both Academic Management Systems and Manufacturers Hanover.

Descriptive literature concerning these plans will be sent upon request to the Student Finance Office.

REFUND POLICY

TUITION — Full-time students who withdraw from the university or drop to part-time status, or part-time students who drop a course(s) may be entitled to a refund of all or a percentage of their tuition. Students who withdraw must return a completed withdrawal form to the Office of Student Records. Mere cessation of attendance does not constitute withdrawal. The date of receipt of the withdrawal notice by the registrar will determine the amount of tuition refund. Refunds are a percentage of the tuition payable in the semester in which the student withdraws, not a percentage of the total amount billed. Only tuition is refundable. No refunds are made when a student is suspended or dismissed for academic, disciplinary, or financial reasons. Tuition refunds are made on the following basis:

1. If formal notice is received within one week after the beginning of the semester a refund of 100 percent of tuition is made.
2. If formal notice is received within three weeks after the beginning of the semester a refund of 75 percent of tuition is made.
3. If formal notice is received within five weeks after the beginning of the semester a refund of 50 percent of tuition is made.
4. If formal notice is received within seven weeks after the beginning of the semester a refund of 25 percent of tuition is made.
5. No refunds are allowed after the seventh week of classes.

ROOM — Students who withdraw from the university are not entitled to any refund on the cost of their room.

MEALS — Students who withdraw from the university may receive a refund on the meal plan, prorated to the date of withdrawal. These refunds must be approved by the university food service.

FINANCIAL AID

The Office of Scholarships and Financial Aid provides information for and administers all aid programs on campus. For more complete information, please contact that office at (504) 865-3231.

Loyola's scholarship and financial aid policy is to balance recognition of the superior student and necessary assistance to the needy. In instances where need is indicated, Loyola will try to provide sufficient funds to allow the student to attend Loyola. In instances where there is little or no need demonstrated, Loyola will still attempt to reward academic achievement with appropriate scholarship awards.

TYPES OF ASSISTANCE

ACADEMIC SCHOLARSHIPS. A scholarship is a commitment from Loyola that a portion of the tuition cost for an academic period will be covered by gift aid. The scholarships are awarded to outstanding students with superior academic

records and national test scores. Preference is given to new freshmen and only rarely are scholarships given to transfer students. Students already attending Loyola cannot receive scholarship assistance except to renew a prior year award. Loyola may consider that gift aid from other sources satisfies all or part of a student's scholarship eligibility.

OTHER GIFT AID. Grants-in-aid that do not have to be repaid may be available to students who can demonstrate substantial financial need. Some grants are not available to students who have already earned a baccalaureate degree.

CAMPUS JOBS. Both the federal government and Loyola provide employment opportunities for students who can demonstrate financial need and who want to work on campus.

LOANS. Long-term, low-interest loans provide students with an opportunity to borrow a part of the costs of education. The loans must be repaid when you are no longer enrolled "at least half time" at an approved school. Borrowers must be able to demonstrate financial need. Loans with higher interest rates and less attractive repayment conditions are also available to students and parents, on a non-need basis.

MAKING APPLICATION

If you want to apply for financial aid, you must submit a financial statement and Need Analysis Report (NAR) through the agency selected by Loyola for that year.

A new student's Financial Aid file cannot be evaluated until the student is admitted and the NAR has been received at Loyola. A continuing student's file can be evaluated when the NAR is received at Loyola. You may expect a response from Loyola to your request for financial assistance within two weeks.

Documentation to verify accuracy of application data is frequently required for federal programs. Requests for such information will be addressed to the applicant as the need arises.

You are urged to apply early and to supply all documentation well in advance of the beginning of the enrollment period. Offers which can be made before June 1 are considered timely and should meet as much of full need as funding permits; later applications will be subject to fund availability.

WHAT AID DOES ONE APPLY FOR?

There is no need to apply for any specific kind of scholarship or financial aid. In fact, application for a specific kind of assistance is discouraged with two exceptions. They are 1) Pell Grants and 2) music scholarships.

For the Pell Grant, application is made by checking a box on the NAR.

Scholarships in music are awarded directly by the College of Music. These scholarships are given for ability, need, and talent. Application should be made directly to the dean of the College of Music.

Oftentimes an award will include a combination of the four different kinds of financial aid — scholarships, grants, loans, and jobs. This combination may vary according to the applicant's eligibility for certain types of funds as well as the availability of funds.

HOW MUCH CAN ONE EXPECT?

How much one receives depends upon what a person's need is. Need is the difference between the cost of education and what you and your family should be able to pay. Loyola bases the student/family contribution upon information provided on the NAR.

MAKING SATISFACTORY ACADEMIC PROGRESS

Students receiving scholarships and/or other financial assistance have the responsibility to make normal progress toward graduation and completion of their program of study. Recipients of assistance who habitually withdraw from classes or who habitually receive grades which show the course work was not completed may be judged as not making progress.

Recipients who are in danger of losing financial aid eligibility for failure to make progress are normally warned in writing of the conditions to be met in order to maintain progress. Recipients who fail to meet the terms of the warning will lose the right to participate in all financial aid programs until such time as they will have demonstrated, at their own expense, that they are capable of completing their course of study in an orderly manner. Additional information is available on request in the Scholarship and Financial Aid Office, Marquette Hall, room 110.

Federal regulations now also require that all recipients of federal assistance who have completed two years of study have a grade point average that will permit them to graduate. Students beyond the second year whose average is below this level must be denied access to all federal aid programs until the required grade point average has been regained.

ACADEMIC REGULATIONS

In the spring of 1979, Loyola implemented a new comprehensive computer based student record system. Students who attended Loyola both prior to and after the spring of 1979 will have two transcripts that will have different appearances and form but will remain identical in content.

KNOWLEDGE OF REGULATIONS

Students are responsible for compliance with the regulations of the university and should familiarize themselves with the provisions of this *Bulletin* distributed by the Office of Admissions, the *Registration Schedules* distributed by the Registrar's Office, the *Student Handbook* distributed by the Office of Student Affairs, posted official notices, and official instructions given to students.

At registration, it is understood that both the student and the parents or guardians of a dependent student agree that the student will be governed by the university regulations and will abide by decisions made by proper authorities of the university regarding the individual student.

FACULTY ADVISING

All students are advised by faculty members. Faculty are usually assigned to advise students who have indicated an interest in their particular field of specialization. Students may obtain the names of assigned faculty advisors from the office of the dean of their college.

Faculty advisors are available to students throughout the academic year, but their role is especially important during the orientation and registration periods. Advisors will help students plan their program, explore career alternatives, and aid in any academic problems. Faculty advisors will also ensure that the undergraduate academic experience is as valuable as possible by assisting students in the sequencing of their course work. Students should be aware, however, that knowledge of and adherence to regulations of Loyola, both academic and otherwise, are the ultimate responsibility of the student.

EARLY REGISTRATION

Currently enrolled students may participate in early registration for the subsequent term. Graduating students and transient students are not eligible. Students who have a financial obligation to the university may participate in early registration after they have satisfied the obligation. Early registration is conducted by mail in November and April and followed by continued early registration, during which time students may drop and add courses at no charge.

Students who register early are required to confirm their registration by picking up their early registration confirmation form in the Registrar's Office. Once their registration is thus confirmed, the students are enrolled and will be billed accordingly. If they decide not to return to the university in the semester for which they registered, they must officially withdraw before the semester begins. Students who fail to confirm their registration have their registrations cancelled.

REGISTRATION

Registration is held at the beginning of the term for new students and for students enrolled in the previous term who did not attend early registration. Students who registered early may drop or add at registration. Those admitted as transient students must complete their credentials during the term of their first admission and thus must be readmitted for the next term as nondegree-seeking students or degree-seeking students in order to continue their enrollment. Students with financial obligations to the university may not register until such obligations have been satisfied.

Handicapped students who notify the Registrar's Office will be assisted in their registration by a staff member.

LATE REGISTRATION

Late registration is normally the second and third working days after registration. A late registration fee is assessed to cover the additional administrative costs, and a student may be required to pay tuition in full. Students with financial obligations to the university may not register until such obligations have been satisfied. No one may be admitted or register after the last day of late registration.

DROP/ADD PERIOD

For approximately five working days following registration, students are permitted to drop and add courses. A $5 per transaction drop/add fee is charged to cover the administrative costs so that the financial burden of this option will not have to be passed on to the student population at large. Because of external and internal reportings on enrollments, deadlines for drop/add activity must be strictly enforced. A dropped course is removed from the student's record.

Registration for the audit grading option may be selected by students during registration or the drop/add period and may not be changed at a later date.

Some courses have been designated by the Committee on Courses and Curriculum as pass/fail courses only. All students enrolled in these courses are eligible only for a pass/fail grade. Students may not elect a pass/fail option in other courses.

WITHDRAWAL FROM COURSES

Up to one week following the mid-term period, students may receive from the Registrar an administrative withdrawal from a course. Students receive a W in the course, and the transaction requires advisor's and instructor's permission.

Failure to withdraw will result in the grade of F.

WITHDRAWAL FROM THE UNIVERSITY

To withdraw officially from the university a student must:

1. Obtain a withdrawal form from the Office of the Registrar.
2. Obtain signatures of the designated officials on the withdrawal form.
3. Resident students must also obtain clearance from the Office of Residential Life.

Withdrawal is not complete or official until all signatures have been obtained and the registrar's copy is returned to the Office of the Registrar.

Those students who withdraw officially from the university prior to the last day for dropping courses as recorded in the academic calendar will have the courses removed from their records. Students withdrawing from the university after the drop period but in the withdrawal period will receive "Ws."

MEDICAL WITHDRAWAL

A student will be granted a medical withdrawal within the semester the student is incapacitated, providing that detailed written documentation is provided by the student's health care professional to the assistant vice president of Student Affairs, who will make a final recommendation to the vice president for Student Affairs.

Any student receiving a medical withdrawal during the semester may be required to remain out of class the succeeding semester (this will be based on seriousness of illness and time of withdrawal). Medical withdrawals must be made within the semester being requested (during illness). The assistant vice president for Student Affairs will decide the appropriate refund, if any.

LEAVE OF ABSENCE

Students enrolled in one term may apply to their dean for a leave of absence for either the next term or academic year and process a leave of absence form in the Registrar's Office. Students returning from a leave of absence are subject to the policies of the bulletin under which they were originally admitted.

GRADING

Each instructor has the option of using a grading method within each course that best meets the needs of the students and the subject. However, all grades are translated by instructors into the following grades:

A	Excellent. This grade is assigned 4 quality points per semester hour.
B+	Good. This grade is assigned 3.5 quality points per semester hour.
B	Good. This grade is assigned 3 quality points per semester hour.
C+	Average. This grade is assigned 2.5 quality points per semester hour.
C	Average. This grade is assigned 2 quality points per semester hour.
D+	Minimally Passing. This grade is assigned 1.5 quality points per semester hour.
D	Minimally Passing. This grade is assigned 1 quality point per semester hour.
F	Failure or failure to withdraw. No quality points are assigned.
I	Incomplete. This grade is to be assigned only when the instructor has been presented with serious and compelling reasons why the student should be allowed to complete the course at a later date. These reasons are customarily medical. The I grade is not an automatic extension. An I grade which has not been made up by the sixth week of the subsequent term, excluding summer terms, will be changed automatically to F.
P	Pass. Pass/fail grades are available only in courses designated as pass/fail. Grades of P are not counted toward quality point averages.
W	Withdrawal. Indicates that the student withdrew by the 10th week of class in the Registrar's Office. No credit is awarded.
AU	Audit.
AI	Audit Incomplete.
AP	Advanced Placement.
IP	In Progress. (To be awarded only with the registrar's permission in courses that span more than one term.)

The use of certain other administrative notations on student grade reports are explained in those reports. Averages are computed only on the basis of letter grades A through F.

GRADE POINT AVERAGES

A student's grade point average is based on credit hours, grading method (pass/fail, etc.), grade awarded and quality points. The following definitions apply.

ATTEMPTED HOURS are the units associated with each course. Typically, a three credit hour course meets for 150 minutes a week for 14 weeks during the fall and spring terms.

QUALITY HOURS are the units upon which a student's grade point average is calculated. They differ from attempted and earned hours because quality hours do not include the pass grade and do include failed courses.

TOTAL EARNED HOURS and LOYOLA EARNED HOURS are the credit hours earned while taking courses at Loyola as well as the hours awarded for transfer work toward a student's degree.

QUALITY POINTS are calculated by multiplying the quality points associated with a grade (A=4, etc.) by the quality hours (a 3 credit hour course 12 quality points).

GRADE POINT AVERAGES are calculated by dividing the total quality points by the total quality hours.

CUMULATIVE GRADE POINT AVERAGES include only the course work taken at Loyola.

GRADE REPORTS

A report of the grades made by a student in his or her scheduled courses is sent to the student at the end of each semester. Grades may be released to parents or guardians if the student certifies that he or she is claimed as a dependent for federal income tax purposes. This certification must be made each semester at the time of registration.

Loyola's grade reports list the courses, grades, Loyola grade point average (both cumulative and semester) and the total earned hours. Discrepancies must be appealed in writing to the Registrar's Office within 30 days of the last examination. Grade reports are withheld until all financial indebtedness to the university is satisfied.

CHANGE OF GRADE

An instructor may change a grade previously assigned by processing an official change of grade form in the Registrar's Office. The instructor must request the grade change form, cite the reason for changing the grade, and obtain the approval of the dean under whose jurisdiction the course was offered. All changes of grade must be submitted to the dean no later than five days before the last day of class in a term.

GRADE APPEALS

The student has a right to the grade he or she has earned, the right to know the grading system of the instructor, and the right to know grades as they are given in the course of the term. The grading system should be included in the course syllabus.

If the student feels that he or she is not being graded justly, the student should first consult the instructor. If this proves unsatisfactory, the student should then consult the department chairperson. If the student still feels that the problem has not been resolved, he or she should consult the dean of the college in which the course is offered to request a committee hearing.

The student has the right to appeal a given grade to the dean up to 30 days after the beginning of the subsequent semester, excluding summers. It may happen, however, that a hearing may not be able to be scheduled until after that time. Until

the grade is finally determined, the student's academic standing and all related rights and privileges are based on the grade as originally assigned.

The student shall collect and present any evidence (tests, papers, laboratory reports, etc.) to the dean. The dean may appoint a committee composed of the dean or the dean's designated representative, two faculty members, who, if possible, should be familiar with the course, and one student who has taken the course, if possible. The dean or the dean's designated representative, will serve as the non-voting chairperson of the committee.

The student and instructor are to be apprised of the composition of the committee, and the dean should honor any objection either might have to appointed members. Both the student and the instructor have the right to present their position in person to the committee. The burden of proof will be on the student. The decision of the committee is final, and the grade it decides upon becomes the official grade for the course.

If the dean denies a student a committee hearing, the student may appeal to the vice president for academic affairs. The vice president for academic affairs may convene a committee composed of himself or herself or a representative, two faculty members (who should, if possible, be familiar with the course), and one student from the college in which the course is offered and who has taken the course. Both the student and the instructor are to be apprised of the composition of the committee, and the vice president for academic affairs should honor any objection which either might have to appointed members. Both the student and the instructor have the right to present their position in person to the committee. The decision of the committee is final, and the grade it decides upon becomes the official grade for the course.

Loyola students enrolled in courses at other institutions will be subject to the grade appeal policy at that institution.

ACADEMIC ACTIONS

Probation, Exclusion, and Dismissal

An undergraduate student whose Loyola cumulative grade point average or higher education grade point average falls below 2.0 will be placed on academic probation. In the subsequent term, the student will be required to make substantial progress toward a Loyola cumulative grade point average of at least 2.0. Under normal circumstances substantial progress is defined as removal of at least one-half of the existing quality point deficiency, with the remainder of the deficiency to be removed in the following term. Failure to make substantial progress during the probationary period may result in the student's exclusion from the university for a minimum of one or two semesters. A student is removed from probation upon achieving a Loyola cumulative grade point average of at least 2.0 and upon fulfilling any other probation conditions required by the college.

An undergraduate transfer student who is admitted on probation will be required to make substantial academic progress and to meet specific minimum/maximum credit hour requirements established by the college. Failure to do so during the first semester at Loyola may result in academic exclusion for a minimum of one or two semesters from the university. A transfer student is removed from probation upon fulfilling probation conditions required by the student's college.

Students wishing to return to the university after the period of exclusion must apply for readmission. Readmission in such cases is not automatic and is decided by the dean of the student's college. A mandatory part of the readmission process is an interview with the assistant/associate dean, who will, if the student is readmitted, develop a contract with the student for the appropriate curriculum and required

progress. Students who reside out of state may substitute a letter to the assistant/associate dean in lieu of the interview.

All students who have previously been excluded from the university and have been readmitted on probation will be required to make progress as established upon reentry by the assistant/associate dean of the student's college. Failure to do so may result in the student being dismissed indefinitely from the university. For readmission after dismissal, refer to the Special Evaluation section of the Admissions chapter of this bulletin.

At the end of each term, students will be notified by mail by their deans of any academic actions. Academic probation is determined solely by the student's grade point average. Academic actions which result from the student's inability to remove himself or herself from academic probation are made on an individual basis. Academic actions may be appealed to the dean of the student's college. In the spring of 1979, the university ceased indicating a probationary status on a student's transcript; however, the following academic actions do appear on the student's transcript: "academic exclusion for a minimum of one semester," "academic exclusion for a minimum of one year," or "academic dismissal indefinitely."

Students are reminded that they may not graduate while on academic probation.

Dean's List

An undergraduate student enrolled in the College of Arts and Sciences, College of Business or College of Music who earns 12 quality hours or an undergraduate student enrolled in City College or the College of Business as an evening student who earns 9 quality hours may be placed on the Dean's List. To be eligible for this distinction, the student must have earned a 3.5 grade point average with no I or blank grades. Students who are placed on the Dean's List will have this distinction indicated on their transcript at the end of each semester.

CAREERS

Students may have an undergraduate, graduate and/or professional career at Loyola University. Each career has its own grade point average which will not reflect courses taken that are at a level different from a student's career at that time. Therefore, for students who receive a bachelor's degree and return to take undergraduate courses as a graduate student, their grade point average at the time of the awarding of the undergraduate degree will not be affected by this later course work. In addition, the graduate grade point average will not include quality points for undergraduate courses.

MAJOR

Students indicate an interest in a program of study during the initial admission process which enables the student to be properly advised concerning a course of study. Should the university in the orderly review of its curriculum decide to discontinue a major, the courses necessary for the completion of the major in a two-year period will be offered.

DOUBLE MAJOR AND MINOR

Students are allowed to pursue two majors simultaneously by petitioning their dean and establishing one as the major and the other as the double major. Students may also pursue a minor. The dean and advisor will establish requirements based on the current *Bulletin*.

SECOND BACHELOR'S DEGREE

A student who has earned a bachelor's degree may apply for a second degree only if the second degree is different from the first degree. Ordinarily, a second degree at the undergraduate level is discouraged and a graduate degree is encouraged.

However, in rare instances, two baccalaureate degrees may be appropriate to a student's educational goals. Students who hold a baccalaureate degree from Loyola University or any other accredited institution may earn a second bachelor's degree from Loyola if they meet the following conditions:

1. Have the approval of and work out program details with the dean of the college involved;
2. Complete at Loyola a minimum of 30 additional semester hours beyond the first degree, at least 15 hours of which must be in the second degree's major (Students holding degrees from other institutions must also meet the college's Common Curriculum requirements.);
3. Complete all requirements for the second degree not covered by the first degree program;
4. Meet all quality point and grade requirements set by the college.

Students should be aware that financial aid opportunities for those seeking a second baccalaureate degree are limited.

CLASSIFICATION

Classifications are determined by the Office of Admissions based upon the credentials and application submitted by the student.

Classifications may be changed in a student's first term by the Admissions Office up to November 1 in the fall semester, March 1 in the spring semester, and two weeks after the summer session registration.

TRANSIENT STUDENTS are admitted for one term without official credentials. Those who enroll as transient students must re-apply for admission as nondegree-seeking students or as degree-seeking students by submitting official credentials, if they wish to continue their enrollment. Transient students are not eligible to early register. Course work taken while a transient student is subject to evaluation in terms of applicability to a degree. There are limitations on financial aid available to transient students.

NONDEGREE-SEEKING STUDENTS are admitted with official credentials but do not wish to pursue a particular degree program. Students admitted as nondegree-seeking must enroll in consecutive terms or apply for a leave of absence in order to maintain their status. Failure to follow these procedures will require readmission. Course work taken while a nondegree-seeking student is subject to evaluation in terms of applicability toward a degree. There are limitations on financial aid available to nondegree-seeking students.

DEGREE-SEEKING STUDENTS are formally admitted to pursue a degree program. Degree-seeking students are classified as follows:

Freshmen — 0-24 total earned hours
Sophomores — 25-55 total earned hours
Juniors — 56-89 total earned hours
Seniors — 90 or more total earned hours

Failure to attend any term without applying for a leave of absence requires reapplication and readmission to the university.

CHANGE OF COLLEGE OR MAJOR

Students may petition to change their college or major by completing the appropriate form in their dean's office.

ACADEMIC ENROLLMENT STATUS

Academic Full-Time — any undergraduate student enrolled for 12 or more credit hours.

Academic Half-Time — any undergraduate student enrolled for 11- 6 credit hours.

Academic Full-Time Per Summer Session — any undergraduate student enrolled for 6 or more credit hours.

Academic Half-Time Per Summer Session — any undergraduate student enrolled for 5 - 3 credit hours.

Any undergraduate student not enrolled full-time is considered part-time. Undergraduate students must have their dean's permission to register for more than 20 credit hours in the fall and spring semesters or 6 credit hours per summer session.

ATTENDANCE

Each instructor must announce at the beginning of the semester how attendance in class will affect grading. For example, the instructor may judge that attendance in class is imperative and demand adherence to a policy that a student is liable to receive an F at the discretion of the instructor if he or she misses 15 percent of the classes. Attendance will not be required on the major religious holidays of any faith.

REPETITION OF COURSES

The policy on repetition of courses for students who earned the grade of F in courses taken in Fall 1988 and Spring 1989 is as follows:

1. The maximum of nine semester hours, comprising both transfer courses and Loyola courses, may be repeated in order to remove th effect of a failed course from the grade point average. (See "Transfer of Course Work" in the Admissions chapter of this bulletin.)
2. Courses first taken in Fall 1988 and thereafter, in the College of Arts and Sciences, Business Administration, Music, City College, and special programs, may be repeated if the original grade was F and if the course is still offered.
3. A Loyola course may be repeated only at Loyola. A transfer course may be repeated only at the same institution. Under exceptional circumstances this requirement may be waived at the discretion of the student's associate dean.
4. The original course and grade remain on the student's academic record, but only the later grade affects the calculation of the grade point averages.
5. Students must petition their associate dean by the sixth week of the term subsequent to the term in which the student repeated the course so that the associate dean may confirm that the student has repeatable credit hours remaining within the maximum of nine and may confirm the equivalency of the two courses.
6. Courses which may be taken more than once for credit (Independent Study, Play Production, etc.) as opposed to "repeated" courses, are identified in the course description.

For all other students, the policy on repetition of courses, effective Summer 1989, is the policy stated in the 1987-89 Undergraduate and Graduate Bulletins, which is as follows:

1. To repeat a course, students must have the approval of their advisor, dean and registrar. Both grades are used to compute the cumulative grade point average, but only the earned hours from the original course are used in the calculation of Loyola cumulative earned hours. Courses that may be taken more than once as opposed to "repeated" courses (Independent Study, Play Production, etc.) will carry a notation identifying all repeated courses.
2. Loyola's policy is to show both grades in repeated courses, and the student receives no additional credit hours towards graduation. To determine academic standing both grades and quality hours are included.

COMPOSITION REQUIREMENTS

All entering day-division students, freshmen and transfers alike, must take the English composition placement examination. No student may schedule a composition course without having taken the placement examination. All new students are tested during orientation and placed in ENGL 095 (Fundamentals of Grammar), ENGL 100 (Expository Writing), ENGL 105 (English Comp for International Students I), ENGL 106 (English Comp for International Students II), ENGL 122 (Analysis of Argument), or are given credit by examination (3 credits) for ENGL 122. ENGL 122 is required for graduation.

ENGL 095 is a remedial (non-college level) course; credits earned in ENGL 095 do not count toward the total needed for graduation. Upon successful completion of ENGL 095, the student must schedule and pass ENGL 100, followed by ENGL 122. Some students may be allowed to proceed directly into ENGL 122 on the basis of their work in ENGL 095.

ENGL 100, ENGL 105 and ENGL 106 are college-level courses; credit earned in these courses is used as general elective credit toward graduation. After successfully completing ENGL 100 or ENGL 105, students are to schedule ENGL 122. Some international students are required to complete ENGL 106 before ENGL 122 is attempted.

While Loyola accepts the earned hours of college-level composition work as part of the transfer credit evaluation, transfer students are required to demonstrate competency at the ENGL 122 level by passing the above mentioned test. Transfer students who pass the test are exempt from the graduation requirement of ENGL 122. Transfer students who place into ENGL 095, 100, 105, 106 or 122 must complete the composition courses according to the sequence above. In such cases, Loyola will use the transfer college-level composition work as general electives toward graduation and *not* as repeated courses.

For City College and evening Business students, the graduation requirement in composition is satisfied by Composition 119. For information on the testing and placement sequence, please refer to the paragraphs dealing with composition in the City College and the College of Business Administration sections of this *Bulletin*.

FOREIGN LANGUAGE REQUIREMENTS

All students who enter B.A., B.F.A. or B.S. degree programs (either as freshmen or transfers) will be required to pass a second-semester course in a foreign language or demonstrate equivalent knowledge by placing into a higher level on a departmental examination. This foreign language requirement will soon be extended to a fourth-

semester competency level and it will eventually include students in other degree programs as well.

MATH PLACEMENT

All Loyola undergraduate degree programs require a minimum of three credits of college-level math. The specific math requirements are listed under the individual degree programs.

Prior to scheduling any math course, all entering day-division students must take the math placement examination to determine if any remedial work is required before the student may schedule the math specified by his/her program. Entering freshmen who score at or above the Loyola-established score on the math portion of ACT or SAT are exempt from the placement examination and will be awarded 3 credits for MATH 122 (A & S and Music) or MATH 115 (Business).

Transfer students are also required to take the math placement examination unless they transfer a college-level (i.e., *not*remedial) math course.

Currently Loyola offers two remedial math courses. MATH 091 is a remedial basic skills math course to be taken, if a student is so placed, prior to MATH 092. MATH 092 is a remedial algebra course to be taken, if a student is so placed, prior to the college-level math course required in the student's degree program. The credit earned in MATH 091 and MATH 092 is not applicable toward a degree, but grades earned in these courses enter into the grade point average.

ENROLLMENT AT OTHER UNIVERSITIES

Students must obtain the prior written permission of their dean to enroll in courses at other institutions. No transfer credit will be awarded for such work unless the courses are approved by the student's department and dean. Only students in good standing are granted permission to attend another institution. An official copy of the transcript from the other institution must be submitted to the Loyola Registrar's Office prior to the completion of Loyola's next term or the course will be subject to the provisions of evaluation of transfer course work.

GRADUATE COURSES

Undergraduates may take one graduate course in each of their last two terms. The graduate course's earned hours and quality points will be applied to the graduate career only. If students wish to have the graduate credit applied to the undergraduate career, they should petition their dean's office within the first month of class. Under no circumstances will the course's hours and quality points apply to both the graduate and the undergraduate careers.

ELIGIBILITY FOR GRADUATION

Students must meet the specific requirements of their degree programs as set forth in this *Bulletin*. The university, through the deans, may authorize changes and exceptions where it finds them desirable and consistent with the continuous and orderly review of its policies.

To be eligible for graduation, students must have fulfilled their specific degree program requirements, college requirements, must have a 2.0 Loyola cumulative grade point average, and have been certified to graduate by their dean.

In the first part of the academic year in which a student expects to graduate, he or she must file for candidacy with the registrar. If the student is unable to graduate in that term, he or she must apply again for graduation in any subsequent term.

RESIDENCY

A minimum of 30 credit hours must be successfully completed while registered at Loyola University. Unless special permission is granted by the dean to pursue work elsewhere, the last 30 credit hours must be completed at Loyola. Although transfer students are required to complete at least 15 credit hours in their major while at Loyola University, additional hours are normally required.

GRADUATION TIME LIMIT

Students are required to complete their degree program within nine years of their first term of enrollment.

GRADUATION

Loyola confers degrees in May, August, and December. After grades are received, the university determines graduation grade point averages and distinctions. Subsequently, the Registrar's Office posts the degrees and distinctions to transcripts and provides the students with their diplomas. Diplomas and transcripts are not released until the student has discharged all financial and contractual obligations to the university. After a student has graduated, no change may be made in his or her record, except to correct a discrepancy (see *Grade Reports*) or as the result of a grade appeal (see *Grade Appeals*).

GRADUATION DISTINCTIONS

Graduation distinctions are determined on the basis of the student's Loyola cumulative grade point average.

A student who has made a cumulative average of 3.5 graduates *cum laude,* one who has made an average of 3.7, *magna cum laude;* one who has made an average of 3.9, *summa cum laude.* In addition, graduation distinctions for transfer students who complete 64 or more Loyola earned hours will be based solely on the Loyola cumulative grade point average. In addition, graduation distinctions for transfer students who complete 64 or more Loyola earned hours will be based solely on the Loyola cumulative grade point average, whereas distinctions for transfer students who complete fewer than 64 Loyola earned hours will be based on both the Loyola cumulative grade point average and also on the entering grade point average as determined for transfer work accepted by Loyola.

Distinctions are inscribed on the diplomas, noted in the list of graduates published for the commencement exercises, listed on the transcript, and noted in the next *Undergraduate Bulletin.*

COMMENCEMENT

Loyola holds a commencement at the end of the spring term. Students who graduated in the previous December and those who are candidates for May or August graduation are eligible to participate in commencement. The commencement program is not a certification document of the university. The list of graduates is published in the next *Undergraduate Bulletin.*

DIPLOMAS

The diploma given to students upon graduation carries the university information, student's name, university distinctions, and degree title. Diplomas will be released only to students who have discharged their financial and legal obligations to the university.

CREDIT BY EXAMINATION

Loyola recognizes that students, as a result of study or experience, may possess a mastery of the content of certain college courses. To enable students to profit from their knowledge, Loyola allows students to receive credit or a waiver of a requirement through departmental or external examination.

Credit by examination is governed by the following regulations:

1. Only registered non-transient students are eligible to receive credits.
2. The maximum number of credit hours a student may earn is 30.
3. A student may not receive credit or a waiver of a requirement in a course which the student has attended or enrolled, except during one's first semester when a student is allowed to drop a course because of inaccurate placement. Students who have enrolled in a course as auditing may petition for credit by examination.
4. A student may not receive credit by examination for a course that is at a level more elementary than one in which he or she is currently or previously enrolled.
5. Credits earned by examination do not qualify for veterans benefits nor are they used in determining attempted hours.

Departmental Examinations

Students may petition the dean in charge of the subject area to be examined on the content of a specific course or to have an examination or evaluation of an academic experience related to a specific area. Upon completion of the examination or evaluation, the dean will notify the registrar who shall assess the fee and if the student has been successful, post the credit. There is a $100 per course equivalent charged for all such petitions which involve a departmental test.

Optional Placement Tests

Placement tests in modern foreign languages, Greek, Latin and history are available to entering students. Their scores may enable them to place out of and/or receive Loyola credit for specific courses upon registration. Such credit does not transfer from one university to another.

Additionally, placement and proficiency tests and auditions are given in the area of music for the purpose of assigning students to private applied music study and to ensure homogeneity in some classes. Extraordinarily able music students may receive advanced placement in some music study on an individual basis.

External Examinations

Students may petition the university for credit by external examination by having the scores sent to the Loyola Admissions Office. The dean's offices will evaluate all scores based on the approved external examination. There is a $20 posting fee on external examinations.

External Credit By Examination Chart

TEST NAME[1]	LOYOLA EQUIVALENT	CREDIT HOURS	CEEB CLEP GEN	CEEB CLEP SUBJ	CEEB ACH TEST	CEEB ADV PLAC
Biology	BIOL 122 Cult. Biol	3		50	650	4
Microbiology	BIOL 212 Microbiology	4		50		
Anatomy	BIOL 210 Anatomy	3		50		
Chemistry	CHEM 105-107 Gen Chem	4		50	670	4
Composition[2]	ENGL 122 Analysis of Argument	3	500	50	640	4
Comp & Data Proc.	COSC 105 Beginning Programming	3		50		
Fortran IV	COSC 117 Fortran	3		50		
Microeconomics	ECON 200 Microeconomics	3		50		
Macroeconomics	ECON 201 Macroeconomics	3		50		
Educ. Psychology	EDUC 305 Education Psy	3		50		
French I	FREN 100 French I	3		50	660	
French II	FREN 101 French II	3		50		
French Lang. Level III	FREN 200 Level	3				
French Lit. Level III	FREN 200 Level	3				4
German I	GERM 100 German	3		50	670	
German II	GERM 101 German	3		50		
German Level III	GERM 200 Level	3				4
European History	HIST 122 World History	3		50	640	4
American History I	HIST 200 U.S. History I	3		50	590	4
American History II	HIST 201 U.S. History II	3		50		
Afro-American History	HIST 256 U.S. Black Hist	3		50		
Latin Lyric	LATN 200 Minor Poets	3				4
Virgil	LATN 330 Virgil	3				4
Composition and Literature	ENGL 125 The Emerging Self	3				4
College Algebra	MATH 118 Pre-Calculus Math	3		50		
Algebra & Trig	MATH 118 Pre-Calculus Math	3		50		
Trigonometry	MATH 118 Pre-Calculus Math	3		50		
Mathematics (Level II)	MATH 118 Pre-Calculus Math	3			750	
Mathematics	MATH 122 Math Models	3	500			
Mathematics (Level I)	MATH 122 Math Models	3			640	

[1]In accordance with the guidelines of the American Council on Education, formal course work taken while in the military and noncollegiate courses may be substituted for one of the exams listed in the External Examination Chart. Students should petition their Dean for consideration by submitting the results of those examinations.

[2]To receive ENGL 122 credit, the student must also pass the Loyola English placement exam.

(External Credit By Examination Chart Continued)

TEST NAME[1]	LOYOLA EQUIVALENT	CREDIT HOURS	CEEB CLEP GEN	CEEB CLEP SUBJ	CEEB ACH TEST	CEEB ADV PLAC
Statistics	MATH 241 Prob & Stat.	3		50		
Test & Measurement	MATH 241 Prob & Stat.	3		50		
Calculus	MATH 257 Calculus I	3		50		
Calculus AB	MATH 257 Calculus I	3				4
Calculus BC	MATH 258 Calculus II	3				4
Psychology	PSYC 100 Intro to Psy	3		50		
Russian I	RUSS 100 Russian I	3			730	
Sociology	SOCI 100 Intro Soc	3		50		
Spanish I	SPAN 100 Spanish I	3		50	670	
Spanish II	SPAN 101 Spanish II	3		50		
Spanish Lang.	SPAN 200 Level	3				4
Spanish Lit.	SPAN 200 Level	3				4
Humanities	SPEC 499 Humanities	3	500			4
Natural Sciences	SPEC 499 Natural Sciences	3	500			4
Social Sciences	SPEC 499 Social Sciences	3	500			
Art: History	VISA 210 World Art	3				4

TEST NAME[3]	LOYOLA EQUIVALENT	CREDIT HOURS	NLN	ACT PEP
Advanced Placement Exam	NURS 260 Nurs. Foundations I	8	30	45
Advanced Placement Exam	NURS 265 Nurs. Foundations II	8	30	45
Advanced Placement Exam	NURS 270 Nurs. Foundations III	8	30	45

INTEGRITY OF SCHOLARSHIP AND GRADES

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The university expects that both faculty and students will follow these principles and in so doing, protect the validity of the university grades. Instructors will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged.

Academic Work

All academic work will be done by the student to whom it is assigned without unauthorized data or help of any kind. A student who supplies another with such data or help is considered deserving of the same sanctions as the recipient. Specifically, cheating, plagiarism* and misrepresentation are prohibited.

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[3]Specific test names of the NLN and ACT/PEP exams may be obtained from the Director's Office. Registered nurses enrolle in Loyola's Nursing Program may receive 24 hours in nursing in addition to the 30 hours of credit by examination.

*Plagiarism is defined by Alexander Lindley as "the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own." (*Plagiarism and Originality,* p. 2). "Plagiarism may take the form of repeating another's sentences as your own, adopting a particularly apt phrase as your own, paraphrasing someone

A student who is found to have cheated on any examination may be given a failing grade in the course. In case of a second violation, the student may be excluded for one or two semesters or dismissed from the university.

A student who engages in cheating, plagiarism or misrepresentation on term papers, seminar papers, quizzes, laboratory reports, and such, may receive a sanction of a failing grade in the course. A second offense may be cause for exclusion or dismissal from the university.

Faculty members are required to report immediately to the dean of the student's college any case of cheating, plagiarism, or misrepresentation which he or she has encountered and later, the manner in which it was resolved.

The dean of the student's college should apprise the student of the serious consequences of cheating, plagiarism, and misrepresentation as well as of the appeals procedure open to the student in such cases.

Appeals Procedure

Up to 30 days after the beginning of the subsequent semester, excluding summers, the student has the right to appeal to the dean of the college in which the course was offered a decision of the instructor indicating that the student is guilty of cheating, plagiarism, or misrepresentation.

If the matter cannot be amicably resolved in consultation with the instructor, and chairperson, the student may appeal to the dean of the college in which the course is offered. The dean will decide whether the matter requires consideration. If he or she thinks it does, he or she shall appoint a committee consisting of the dean (or the dean's designated representative), two faculty members, and a student to render a decision. The dean or the dean's designated representative will serve as the non-voting chairperson of the committee. The student and instructor involved should be informed of the membership of the committee and the dean should honor any reasonable objection either might have regarding the composition of the committee. The decision of this committee is final.

If the dean should refuse a committee hearing to the student, he or she may appeal to the vice president for academic affairs. The vice president for academic affairs may convene a committee composed of the vice president for academic affairs or a representative, two faculty members, and one student from the college in which the appellant is enrolled. The decision of this committee is final.

CLASSROOM DISCIPLINE

In the realm of classroom conduct, a student does not have the right to engage in conduct which is disruptive to the educational process. Such conduct (e.g., abusive language, threats, disruptive talking and laughing, violent actions, etc.) may cause removal from that class meeting and can result in removal from the course with a grade of "W". A second such disruption may result in exclusion for one or two semesters or dismissal from the university.

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else's argument as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own." (*MLA Handbook*, p. 4).

Appeals Procedure

It is hoped that discipline problems will be resolved either through the mutual agreement of the student and instructor or through the mediation of the department chairperson or the dean of the college.

In case of an appeal, the dean of the college in which the course is offered will decide whether the matter requires consideration. If he or she thinks it does, he or she shall appoint a committee composed of the dean (or a representative), two faculty members, and a representative from student affairs. Both the instructor and the student should be apprised of the composition of this committee and the dean should honor any reasonable objection which either might have to the appointed members. After reviewing the evidence, the committee shall give a decision which will be final.

If the dean should refuse to grant a committee hearing, the student has a right to appeal to the vice president for academic affairs. The vice president for academic affairs may convene a committee composed of the vice president for academic affairs or a representative, two faculty members, and a representative from student affairs. Both the instructor and the student should be apprised of the composition of this committee and the vice president for academic affairs should honor any reasonable objection which either might have to the appointed members. After reviewing the evidence, the committee shall give a decision which will be final.

PROCEDURES FOR EXCLUSION OR DISMISSAL

The dean of a college or his or her representative may initiate proceedings for exclusion or dismissal when he or she has reasonable cause to believe that a student has violated a university academic policy or has committed an offense which warrants such action. Grounds for exclusion or dismissal include, but are not limited to, the following: cheating, plagiarism, fraud, misrepresentation, and conduct which is disruptive to the educational process (e.g., abusive language, threats, disruptive talking, etc.).

The dean or associate dean will form a committee to hold an exclusion or dismissal hearing. The purpose of the committee is to recommend to the dean any sanctions that should be taken against the student. In the case of fraud, cheating, plagiarism, misrepresentation, or similar offenses the committee will consist of the dean (or associate dean), two faculty members, and a student from the college in question. In the case of disruptive conduct or other offenses related to the academic environment, the committee will consist of the dean (or associate dean), two faculty members, and a representative from student affairs. In the event a committee had been formed to hear an appeal of a second offense, said committee may be convened to act as the hearing committee on exclusion or dismissal. The dean or assistant dean of the student's college shall provide the student with a written statement outlining the reasons for the exclusion or dismissal hearing, which is held to consider what action should be taken with regard to the student's future at the university in light of the findings against the student and *not* to reconsider the student's guilt or innocence in cases of cheating, plagiarism, misrepresentation, disruptive conduct, etc. The statement shall contain sufficient detail to inform adequately the accused of the time, date, place and conduct serving as the basis for the complaint. The student shall also be advised that he or she has a right to appear before the committee and to present information and witnesses in support of his or her position concerning exclusion or dismissal. Alternatively, the student may present such information in writing. The accused student may make his or her presentation with the assistance of a faculty member, staff member, or another student, but legal representation will not be permitted at the hearing.

The hearing on the matter shall be held within a reasonable period of time (normally within 15 days), but at least ten days after the student has received notice of the charges. Until final determination of the matter, the student shall be allowed to continue classes unless, in the opinion of the dean, the violation warrants immediate departure from the university.

Within five days after the hearing, the committee shall make its recommendations to the dean of the student's college. Included in the committee's recommendation shall be a record of the deliberations (a full transcript is not required) and a justification for the committee's decision. A copy of these records shall be immediately forwarded to the vice president for academic affairs.

Should the dean of the college decide that the student shall be excluded for one or two semesters or be dismissed from the university, the student may appeal the decision to the vice president for academic affairs within ten days following receipt of the dean's decision. After receiving the written appeal from the student, the vice president for academic affairs may affirm, modify, or reverse the action previously taken by the dean.

The decision of the vice president for academic affairs is final.

RECORDS RETENTION POLICY

Admissions Documents

Acceptance letters, applications, correspondence, letters of recommendation, credit by examination, test scores, transcripts, transfer credit evaluations and admissions decision information are retained on non-enrolled students for a period of one year from the term of first enrollment. Since Spring 1979, the admissions records of enrolled students are retained for five years, with the exception of the admissions records of transfer students admitted as of Fall 1986, which are retained permanently.

Records and Registration Documents

Graduation certification forms are retained for a period of one year. Course request forms, drop/add forms, final grade rosters, transcripts, catalogs, class schedules and commencement information are retained indefinitely. Students are required to report and appeal all discrepancies regarding all academic records to the registrar within 30 days from the final class day of a term.

POLICY ON RELEASE OF INFORMATION

Loyola makes every endeavor to keep the student's educational records confidential and out of the hands of those who would use them for other than legitimate purposes. All members of the faculty, administration and clerical staff respect confidential information about students which they acquire in the course of their work. At the same time, Loyola tries to be flexible enough in its policies not to hinder the student, the institution, or the community in their legitimate pursuits.

Documents submitted by or for the student in support of an application for admission or for transfer credit are not returned to the student, nor sent elsewhere by request. In exceptional cases, however, where another transcript is unobtainable, copies may be prepared and released to prevent hardship to the student. The student should present a signed request. Usually the copy, marked as a certified copy of what is in the student's file, is released.

The complete policy on release of student information follows.

Public Law 93-380 (also known as the Buckley Amendment, and as the Privacy Rights of Parents and Students — Section 438 of the General Education Provisions

Act) permits only the release of "directory information" about students without the student's written consent. "Directory Information" includes:

Student's name, address, telephone number, date and place of birth, college, major, classification, dates of enrollment, degrees conferred, dates of conferral, any graduation distinctions, and the institution attended immediately prior to admission.

The law further provides that any student may, upon written request, restrict the printing of such directory information in the student address directory. The student may so indicate on the personal data form at each registration.

The law requires such written consent of the student for the release to anyone (including parents) of other than "directory information" with the following exceptions — (a) other school officials within the educational institution who have legitimate educational interest; (b) officials of schools to which the student seeks to transfer; (c) the Comptroller General of the United States, the HEW Secretary, the administrative head of an education agency, or state educational authorities; (d) in connection with a student's application for, or receipt of financial aid; (e) state and local officials or authorities to which such information is specifically required to be reported under state statute adopted prior to November 19, 1974; (f) organizations or educational agencies conducting legitimate research, provided no personal identifiable information about the student is made public; (g) accrediting organizations; (h) parents of a dependent student upon proof of dependency; (i) in connection with an emergency when such information is necessary to protect the health or safety of the student or other persons, and; the Veterans Administration.

Loyola University administrators and faculty may have access to information contained in student's records.

Personal information shall only be transferred to a third party, on the condition that such party will not permit any other party to have access to the information without the written consent of the student and that the information be utilized only for the specific purpose for which it was released.

Under the law, any student has the right to inspect and challenge his or her own educational file, with the exception of letters of recommendation or other material when the author was guaranteed confidentiality prior to January 1, 1975. Positive identification of the student shall be required and a university official shall remain in the immediate vicinity during the examination process.

TRANSCRIPTS

Loyola is authorized to distribute only Loyola's own transcripts, not the records of testing services or other universities. Students may have three records at Loyola which comprise the official transcript: undergraduate, graduate, and law. Upon a student's request, all official transcripts are sent by the Registrar's Office to others. Transcripts marked "Issued to the Student" are given by the Registrar's Office to students. In accordance with recommendations of the American Association of College Registrars and Admissions Officers, official transcripts issued to students should not be treated as an official academic credential. Transcripts carry notations identifying major, degree program, Loyola term and cumulative statistics, degrees earned at Loyola and other institutions, transfer course work by institution, credit by examination, date of birth and prior level. Academic exclusion and academic dismissal are indicated on the transcript for students placed in this status.

Students who have attended Loyola as transients under the cross-enrollment/consortium policy will have their course work posted on their home institution's transcript.

The Office of Career Planning and Placement issues copies of Loyola transcripts as part of its placement portfolio. This advising form should not be treated as an official transcript.

Loyola will withhold transcripts, grade reports, diplomas and statements of honorable dismissal until indebtedness to the university has been discharged.

CROSS-ENROLLMENTS

Loyola has cross enrollment agreements with the New Orleans Consortium (Xavier University, and Notre Dame Seminary), Tulane University, University of New Orleans, and Southern University in New Orleans. Loyola students who wish to enroll at one of these institutions through a cross-enrollment agreement must have the permission of their advisor, dean, and the registrar.

Loyola students who participate in the cross-enrollment program will have the course work automatically posted to their Loyola transcript. Therefore, Loyola students when applying to graduate schools should not indicate one of the cross-enrollment institutions as one of the schools that they have attended.

Students who cross-enroll at Loyola will not have a transcript from Loyola for the terms during which they cross-enrolled; those courses will appear on the transcript of their home institution. If, however, the student attends Loyola as a Loyola student, for example during the summer when there is no cross-enrollment agreement, then he or she would have a Loyola transcript for that summer term.

Any student paying the equivalent of full-time day tuition on his or her home campus is eligible to cross-enroll for a maximum of two courses or six hours through the New Orleans Consortium (Loyola, Xavier, Notre Dame). The combined number of semester hours scheduled determines full-time tuition. Loyola undergraduates may cross-register for a limit of two specially designated courses in the Departments of Theatre, Anthropology, Geology, Speech, Military Science, and Russian at Tulane. Likewise, Tulane undergraduates may do the same in the Departments of Communications, Drama/Speech, and Military Science at Loyola.

Loyola, Universtiy of New Orleans and Southern University cross-enroll only in ROTC programs. All Air Force ROTC program benefits and services, including scholarships, are provided to qualified Loyola students.

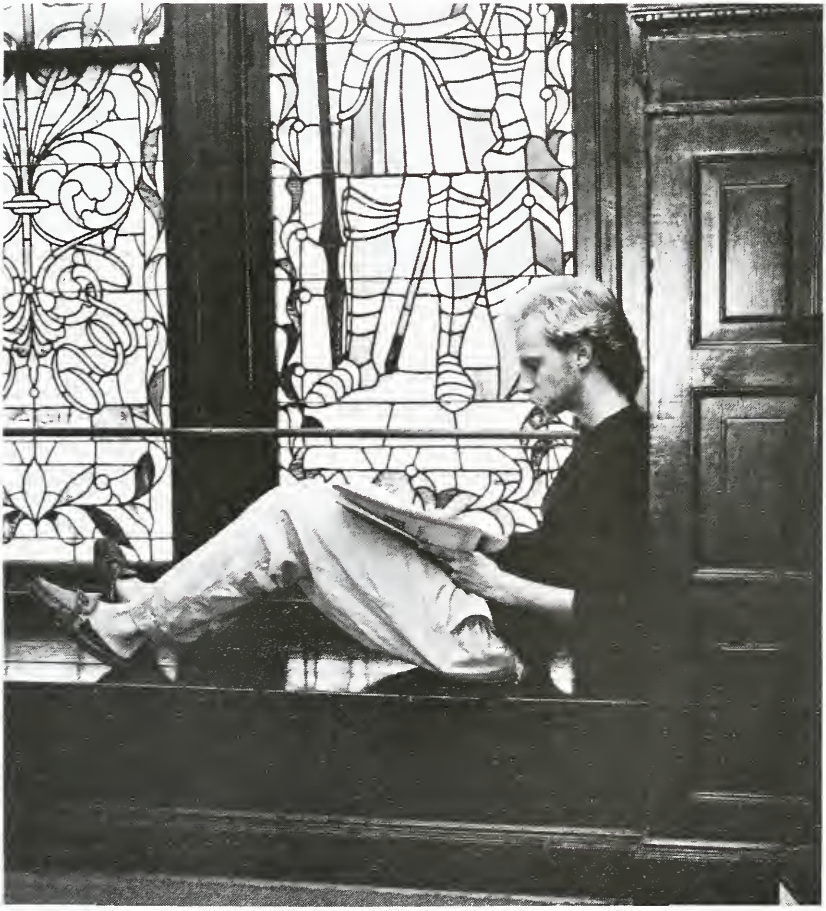
VETERANS AND SOCIAL SECURITY CERTIFICATIONS

Immediately following registration held in the beginning of each term, students who are eligible for benefits through the Veterans and Social Security Administrations can be certified by the coordinator of certifications in the Registrar's Office. In accordance with Title 38, United States Code, *Veterans Benefits,* Loyola University certifies only those students who are admitted to a degree program and who are making satisfactory progress as determined by the probationary and exclusion policies of the university's colleges.

Reimbursement is certified for standard courses only, excluding continuing education courses. All inquiries concerning the certification should be directed to the coordinator of Veterans and Social Security Administration Benefits in the Registrar's Office.

Credit Hour Certification Rules For Veterans

Classification	Full Time	3/4 Time	1/2 Time	1/4 Time
Undergraduate	12	9	6	3
Graduate	6	-	3	-
Law	9	6	3	2
Summer School — All Colleges	6	3	-	-



COLLEGE OF ARTS AND SCIENCES

Dean: Robert J. Rowland, Jr., Ph.D. *Office:* 202 Bobet Hall
Associate Dean: Claire J. Paolini, Ph.D.
University Honors Program Director: F. Conrad Raabe, Ph.D.
Writing Across the Curriculum Program Director: Katherine H. Adams, Ph.D.

The college, founded in 1912, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and approved for Teacher Education by the Louisiana State Board of Education.

It holds membership in the American Association of Colleges for Teacher Education, American Council on Education, Association of American Colleges, Association of Jesuit Colleges and Universities, National Catholic Educational Association, National Educational Association and the Southern Association of Colleges and Schools.

BACHELOR DEGREES

The college offers the Bachelor of Arts degree in the fields of communications, drama, drama/communications, economics, English (literature or writing), history, languages (French, German, Russian, Spanish), philosophy, political science, psychology, religious studies, sociology, theatre arts with a minor in business administration, visual arts and graphic arts; the Bachelor of Science degree in the fields of biological sciences, chemistry, computer information systems, computer science, elementary education, mathematics, physics; and the Bachelor of Fine Arts in visual arts.

Students who wish to earn a bachelor's degree through programs not regularly available in the College of Arts and Sciences may consult the assistant/associate dean about the possibility of a Contract Degree.

The college also offers programs in pre-medicine, pre-dentistry, pre-pharmacy, pre-veterinary, and pre-engineering.

Through a special arrangement with the Schools of Engineering of Tulane University and University of New Orleans, Loyola students may participate in a program which leads to a B.S. degree from Loyola and an Engineering Degree from Tulane or UNO upon successful completion of both segments of the program. Consult the associate/assistant dean.

COLLEGE REQUIREMENTS FOR DEGREE

The requirements for the bachelor of arts and the bachelor of science, and the bachelor of fine arts are:

(1) Successful completion of at least 128 credit hours;
(2) At least a 2.0 Loyola cumulative average, major average, and minor average if minor is pursued. (Some departments may have more stringent requirements.)
(3) Completion of the Common Curriculum requirements.
(4) Completion of all course requirements specified by major department.
(5) Completion of at least 30 hours in the major.
(6) Certification for graduation by the student's department;

(7) Completion of a comprehensive examination in the major for those departments requiring a comprehensive. Such departments will establish and publish in advance the nature of the comprehensive examination and the standard for acceptable performance.

(8) Completion of at least 30 hours of course work at Loyola.

(9) Residency requirements: a minimum of 15 hours in the major and 9 hours in the minor (if pursued), minimum of 18 hours in the Common Curriculum.

CURRICULUM DESIGN

The curriculum is meant to achieve two goals: to give the student a solid and well-rounded preparation in the major; and to enable the student to grapple with current convictions, beliefs and commitments in an atmosphere of study and reflection. The curriculum matches the goals of Catholic and of Jesuit liberalizing education, both of which function best in an open society, a pluralistic culture, and an ecumenical age. The curriculum is divided into five parts.

Part One—Major

Major: that series of courses which leads to a bachelor's degree in a subject area. The major generally requires between 30 and 40 credit hours of study and is described under each departmental heading.

Part Two—Adjunct Courses

Adjunct Courses: that series of courses in areas allied to the major which leads to a well-rounded person. Thus, mathematics is necessary to a physicist, philosophy very useful to the political scientist. Some of these courses are already listed under degree programs, others are selected in consultation with the student's advisor or chairperson.

Part Three — Common Curriculum

Common Curriculum: The common curriculum complements the major and adjunct courses by providing a broad humanistic dimension to every undergraduate's program. The program contains introductory and advanced courses.

INTRODUCTORY COURSES (122-129)

Beginning students must take each of the following seven courses (21 cr. hrs.):

English Composition 122	*Analysis of Argument*
*Mathematics 122	*Math Models*
English 125	*The Emerging Self*
Philosophy 122	*Introduction to Philosophy*
Religious Studies 122	*Introduction to Religious Studies*
Science 122	(Biology, Chemistry, or Physics)
History 122 or 124	*World Civilization I* or *World Civilization II*

ADVANCED COURSES (130-199)

Students elect nine courses (27 cr. hrs.) with two each in Philosophy and Religious Studies, one in Behavior/Social Sciences, one in Humanities/Arts, excluding Philosophy and Religious Studies, one in Natural Science and two more from any of the above areas. Two of the advanced courses must be labeled *Premodern.* A student may not take a common curriculum course for common curriculum credit from his or her department.

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*A different Mathematics course may be designated by the student's department.

A student wishing to check his or her progress against common curriculum requirements should check with the academic advisor of record or with the assistant/associate dean, Arts and Sciences.

Only courses designated as "Common Curriculum" in registration materials fulfill requirements of the program.

The advanced courses are under three major divisions, Behavioral/Social Sciences, Humanities/Arts, and Natural Sciences. Courses are either Modern or Premodern within these divisions. The three divisions are as follows.

Behavioral/Social Sciences

Communications	Psychology
Education	Sociology
History	Economics
Political Science	

Humanities/Arts

Drama	Philosophy
Classical Humanities	Religious Studies
Literature	Visual Arts
Modern Foreign Languages	Music

Natural Sciences

Biology	Mathematics/Computer Science
Chemistry	Physics

The advanced courses offered each semester are selected from the courses listed below and additional new courses as they are approved. Course descriptions are found in listings under subject categories.

BEHAVIORAL/SOCIAL SCIENCES

Premodern Courses

HIST	0222	130	Zen I
HIST	0222	142	Slavery/Race Relations
HIST	0222	152	Social History of Greece and Rome
HIST	0222	166	European Expansionism
HIST	0222	174	French Culture and Civilization
HIST	0222	182	The Quest for El Dorado
HIST	0222	186	Discovering Africa
SOCI	0239	140	Development of Social Thought

Modern Courses

CMMN	0271	132	Popular Culture
CMMN	0271	133	Art of the Film
CMMN	0271	136	Understanding Media
CMMN	0271	138	The American Character
CMMN	0271	139	Future Media
EDUC	0214	130	Culture and Learning
HIST	0222	132	Russian Culture and Civilization
HIST	0222	136	Zen II
HIST	0222	138	History of the Dance
HIST	0222	140	Italian Culture and Civilization
HIST	0222	144	Discovering Third World

HIST	0222	145	Crisis in Central America
HIST	0222	146	American Revolution
HIST	0222	148	History of Labor
HIST	0222	154	Palestinians and Israelis
HIST	0222	156	Hero in American History
HIST	0222	160	WWI in History and Literature
HIST	0222	162	Divergent Paths
HIST	0222	164	American Left in the 20th Century
HIST	0222	172	Black Leadership in U.S.A.
HIST	0222	180	Afro-American Culture and History
HIST	0222	184	Russia Faces America
HIST	0222	190	Women in American History
POLS	0235	134	Politics and Corruption
POLS	0235	146	Politics and Society
POLS	0235	149	Ancient/Medieval Political Thought
POLS	0235	152	The Bill of Rights
POLS	0235	164	The Politics of Music
PSYC	0236	130	Models of Human Behavior
PSYC	0236	134	Horror: Fiction and Film
PSYC	0236	136	Science Fiction: Anatomy of Wonder
PSYC	0236	148	Fantasy - Hills of Faraway
SOCI	0239	130	Social Futurology
SOCI	0239	132	Social Problems
SOCI	0239	134	Social Policy and the Christian
SOCI	0239	136	Global Environmental Crisis
SOCI	0239	142	Self and Society
SOCI	0239	145	Peoples of Latin America
SOCI	0239	148	Culture and Communication
SOCI	0239	152	Violence in Society
SOCI	0239	154	Peoples of Subsaharan Africa
SOCI	0239	155	Race and Ethnic Conflict
SOCI	0239	186	Soviet Culture and Society
SOCI	0239	188	Introduction to Folklore
ECON	0303	130	Economics and Society

HUMANITIES/ARTS

Premodern Courses

DRAM	0206	130	World Theatre I
ENGL	0276	189	Chaucer and His World
ENGL	0276	199	Authurian Legend
CLHU	0221	132	Socrates and Jesus
CLHU	0221	138	Justice in Greek Literature
CLHU	0221	140	Sophists & Higher Education
CLHU	0221	142	The Development of Greek Tragedy
CLHU	0221	144	The Greek and Roman Epics
CLHU	0221	146	Greek Mythology
CLHU	0221	148	Greek Art and Archaeology
CLHU	0221	150	Roman Art and Archaeology
CLHU	0221	152	Ideals of Greek Culture
LING	0262	132	Language and Culture

PHIL	0233	130	Aesthetics
PHIL	0233	154	Postmodernism and Feminism
PHIL	0233	158	Philosophical Anthropology
PHIL	0233	160	Worldviews and Ethics
PHIL	0233	162	Classics in Moral Literature
PHIL	0233	186	Religious Experience and Philosophy
RELS	0238	133	Zen I
RELS	0238	134	Christian Mysticism
RELS	0238	136	Parables of Jesus
RELS	0238	138	Bible and Morality
RELS	0238	143	Woman in Christian Tradition
RELS	0238	145	Bible and Modern Issues
RELS	0238	146	Judaism I
RELS	0238	147	New Testament as Literature
RELS	0238	148	Christian Origins
RELS	0238	149	Old Testment as Literature
RELS	0238	153	Hindu Paths to God
RELS	0238	155	The Prophetic Traditions
RELS	0238	157	Christianity and Revolution
RELS	0238	159	Jesus in New Testament
RELS	0238	163	The Ancient Mind
RELS	0238	165	Spiritual Ways of China
RELS	0238	169	Death: Comparative Views
RELS	0238	170	Poets & Sages: Old Testament
RELS	0238	177	Buddism
RELS	0238	181	Women in the World Religions
RELS	0238	182	Classical Ethics
RELS	0238	185	Heresies and Heretics
RELS	0238	186	Medieval Synthesis
RELS	0238	188	Sin: History of an Idea
RELS	0238	196	Law: Ancient World
RELS	0238	199	Apocalyptic Literature
VISA	0241	130	Medieval Art
VISA	0241	132	Arts and Ideas I
MUGN	0404	132	Golden Age of Spain
MUGN	0404	134	Liturgy and the Arts
MUGN	0404	168	The World of Music
MUGN	0404	170	Music in Early Western Civilization

Modern Courses

DRAM	0206	132	World Theatre II
DRAM	0206	142	Black Theatre to 1940
DRAM	0206	143	Black Theatre: 1940 - Present
ENGL	0276	144	Screen Power
ENGL	0276	146	Latin American Film & Literature
ENGL	0276	148	Romantic Vision
ENGL	0276	152	Literature and Female Identity
ENGL	0276	154	Women in American Literature
ENGL	0276	159	Romantic Words/Pictures
ENGL	0276	164	Film Humanism
ENGL	0276	169	Multicultural Literature

ENGL	0276	174	Women's Literature
ENGL	0276	176	Modernism in Art and Literature
ENGL	0276	177	Harlem Renaissance
ENGL	0276	179	Feminist Readings
ENGL	0276	178	Black Thought and Art
ENGL	0276	180	Science Fiction & Fantasy Literature
ENGL	0276	188	Introduction to Folklore
ENGL	0276	190	Literature and Technology
ENGL	0276	192	60's Through Literature
CLHU	0221	13T	Catholic Tradition: Newman University
CLHU	0221	134	Catholic Tradition: Newman-Apologia
GERM	0228	130	Prelude to Hitler
ITAL	0229	130	Italian Culture & Civilization
RUSS	0231	132	Russian Culture & Civilization I
RUSS	0231	138	Russian Culture & Civilization II
LING	0262	134	Role of Language
PHIL	0233	134	Medical Ethics
PHIL	0233	135	Philosophy of Right
PHIL	0233	138	Scientific Reasoning
PHIL	0233	140	European World-Views
PHIL	0233	141	Philosophical Perspective on Woman
PHIL	0233	144	Philosophy of Law
PHIL	0233	150	Relativism
PHIL	0233	152	Making Moral Decisions
PHIL	0233	164	Scientific Revolutions
PHIL	0233	168	Themes in American Philosophy
PHIL	0233	170	Philosophy of Knowledge
PHIL	0233	173	Auschwitz and After
PHIL	0233	177	Minds and Machines
PHIL	0233	178	Philosophy of God
PHIL	0233	180	Freedom and Oppression
PHIL	0233	182	World Views in Transition
PHIL	0233	184	Philosophical Themes in Literature
PHIL	0233	188	Science Fiction: Anatomy of Wonder
PHIL	0233	196	Models of Knowledge
PHIL	0233	198	Ethics of Sex/Marriage
RELS	0238	141	Catholic Protestant Dialogue
RELS	0238	142	Christian Ethics
RELS	0238	144	Social Policy/Christian
RELS	0238	151	Protestant Christianity
RELS	0238	152	Catholicism
RELS	0238	158	Ignatius Loyola
RELS	0238	160	Discovering Islam
RELS	0238	161	American Judaism
RELS	0238	164	20th Century Religious Thought
RELS	0238	166	Method: Religion-Ethics-Science
RELS	0238	167	Tribal Religions
RELS	0238	168	Mystery of Suffering
RELS	0238	173	Christianity in Latin America
RELS	0238	187	Feminism and Theology
RELS	0238	190	Ethics and the Individual

RELS	0238	198	Psychology and Religion
VISA	0241	133	Arts and Ideas II
VISA	0241	134	Avant Garde/Tradition Art
VISA	0241	138	Romantic Vision
VISA	0241	140	Modernism in Art and Literature
MUGN	0404	142	History of Dance
MUGN	0404	166	America and Its Music

NATURAL SCIENCES

Premodern Courses

MATH	0223	130	Mathematics through the Ages

Modern Courses

BIOL	0201	130	Human Ecology
BIOL	0201	132	Impact of Biology on Society
BIOL	0201	136	Evolution
BIOL	0201	138	Genetics in Society
BIOL	0201	140	Plant Natural History
BIOL	0201	142	Microbes: Friend or Foe?
CHEM	0202	130	World Food and Nutrition
CHEM	0202	132	Chemistry in Environment
COSC	0224	132	The Computer Impact
MATH	0223	132	Problem-Solving in Ecology
PHYS	0234	132	Origins: Science vs. Myth
PHYS	0234	134	Astronomy
PHYS	0234	136	Modern Physics Ideas

Part Four—Foreign Language

All students who enter B.A., B.S. or B.F.A. degree programs (either as freshmen or as transfers) will be required to pass a second-semester course in a foreign language or demonstrate equivalent knowledge by placing into a higher level on a departmental examination. This foreign language requirement will soon be extended to a fourth-semester competency level.

Part Five—General Electives

Electives: It is important th the student have considerable freedom to choose those courses or series of courses which interest him or her, for whatever reason, so that the student's education may be rich and full. The number of hours a student may elect depends to a large extent on the major. See statements below for limitations on elective credit.

ARTS AND SCIENCES LIMITATIONS ON CREDIT TOWARD DEGREES:

Transfer work:

1. Remedial work taken at Loyola or at other institutions will not apply to A&S degree programs.
2. The Dean's Office will determine the applicability of the student's transfer credit as accepted by the Office of Admissions to the A&S degree programs.

Other:

1. Students may not go back and do freshman level work in a subject in which they have already successfully completed a more advanced course.

2. No more than 20 hours may be taken in any one term without the authorization of the dean.
3. A&S students must obtain prior written permission of their advisor and/or Chairperson and the dean in order to take courses at another university (summer school, study abroad, etc.).
4. City College Intensive Weekend courses are not open to A&S degree-seeking students.
5. With the exception of education students, courses in physical education will not apply to the degree programs in A&S.

DOUBLE MAJORS

Qualified students who have completed two full semesters of their freshman year and have earned a minimum GPA of 3.0 may pursue two majors within the College of Arts and Sciences. Such students must successfully complete the common curriculum requirements of the first major as well as the major and named adjunct requirements for both declared degree programs of study as set forth in the Undergraduate Bulletin.

Students must successfully complete the comprehensive examination requirements for both majors if departments require a comprehensive.

Students who complete the requirements for two majors will receive only one degree from Loyola. However, the transcript will indicate which bachelor's degree (B.A., B.F.A. or B.S.) was awarded as well as the two majors which were completed.

Students interested in pursuing a double major should consult with the assistant/associate dean.

MINORS

Arts and Sciences students may pursue a minor in another department in the college. The following minors are offered in the College of Arts and Sciences, generally ranging from 20-24 hours: Afro-American history, biology, chemistry, classical languages and civilzations, communications, computer science, contract, drama, economics, English, graphic arts, history, languages (French, German, Russian, Spanish), Latin American studies, mathematics, philosophy, physics, political science, psychology, religious studies, secondary education, sociology, visual arts, women's studies and writing. Information concerning specific requirements for minors is available in the departments and in the A&S Dean's Office. If the requirements for the minor are not completed by graduation, the minor will not be indicated on the transcript. A minimum 2.0 GPA is required in the minor. Students in the Department of Communications must complete a minor as part of their degree requirements.

Listed below are the requirements for each minor offered in the College of Arts and Sciences:

Afro-American History ..... **21hrs.**
Hist. 122 or 124, U.S. Hist. (6 hrs.), Hist. 186 or 350, Afro-American Hist (9 hrs.)

Biology ..... **24 hrs.**
Biol. 102, 104, 116, 201, 202, 203 or 204, Biol. Elec. (6 hrs.)

Chemistry ..... **24 hrs.**
Chem. 105-107, 106-108, 300, 301, 305, Chem. Elec. (8 hrs.)

Classical Languages & Civilization ..... **24hrs.**
Latin or Greek (12 hrs.), Civilization courses (12 hrs.).
For more specific information, consult minor advisor.

Communications ..... **21 hrs.**

Cmmn. 100, 101, Cmmn. Elec. (15 hrs.)

Computer Science ..... **24 hrs.**
Cosc. 210, 215, 225, 260, 275, Math 203, 204, Phil 206.

Drama ..... **22 or 23 hrs.**
Dram. 103 or 104, choose 2 courses (from 110, 112, 262), 220, 300, 410, Drama Elec. (5 hrs.)

Secondary Education ..... **22 hrs.**
Educ. 100, Edse. 215, Educ. 305, Edse. 200, Edse. 300, Edse. 305, Educ. 300, Edse (3 hrs. selected with minor advisor).

English ..... **21 hrs.**
Engl. Literature Elec. (21 hrs.)

English Writing ..... **21 hrs.**
Engl. 122, Engl. Writing Elec. (18 hrs.)

History ..... **21 hrs.**
Hist. 122, 124, Hist. Electives (15 hrs.)

Mathematics ..... **21 hrs.**
Math 200, 257, 258, 259, 310, 340, 341.

Modern Foreign Language ..... **24 hrs.**
FL 100, 101, 200, 201, 300 level (12 hrs.)
Consult minor advisor if placement is above 100 level.

Latin American Studies ..... **30 hrs.**
Span. 100, 101, 200, 201, 300 or 301; choose one (Span 340, 341, 356); Hist 220, 221; choose two (Hist 142, 144, 145, 162, 182, 410, Span 340, 341, 356, Rels 173, 305).

Philosophy ..... **21 hrs.**
Phil. 122, Systematic sequence (6 hrs.), Historical sequence (6 hrs.), Phil. Elec. (6 hrs.) See department chair for selection of courses.

Physics ..... **28 hrs.**
Phys. 110, 111, 117, 230, 410, 228, Math 257, 258.

Political Science ..... **21 hrs.**
Pols. 100, 200, 230 or 231, 315, Pols. Elec. (9 hrs.)

Psychology ..... **21 hrs.**
Psyc. 100, 200, 205, 110 or Elec. Psyc. Elec (9 hrs.)

Religious Studies ..... **24 hrs.**
Rels. 122, 142, 147, 149, Choose 2 (200, 201, 202), Rels. Elec. (6 hrs.)

Sociology ..... **22 hrs.**
Soci. 100, 335, 345, Soci. Elec. (12 hrs.)

Graphic Arts ..... **21 hrs.**
Visa. 102, 103, 200, 430.

Visual Arts ..... **21 hrs.**
Visa. 102, 103, 200, 430, Choose one (230, 240, 250, 320).

Women's Studies ..... **21 hrs.**
Courses must be chosen from at least 3 of the following departments: History, English, Philosophy, Religious Studies, Sociology, Organizational Science. Courses must be chosen with minor advisor from an approved list of courses.

Where specific courses are not named, please consult the chairperson of the minor department.

Arts and Sciences students interested in pursuing a minor in business administration or music should refer to the Business Administration or Music sections of this Bulletin.

GENERAL STUDIES PROGRAM

Director: A & S Assistant/Associate Dean *Office:* 202 Bobet Hall

Many students enter college undecided about the major they would like to pursue. At Loyola such students enter the General Studies Program. While in this program, students make normal progress toward the completion of Common Curriculum requirements and explore the offerings of the various departments. Courses taken in this exploration process generally fulfill course requirements for the major, adjunct, or general electives when the student later selects a particular degree program. General Studies freshmen participate in a special award-winning program in the fall semester in which one of their teachers in a Common Curriculum course serves as their academic advisor. The professor will continue as the student's academic advisor until the student selects a major. General studies faculty advisors are knowledgeable about all the degree programs in the college and give students information concerning appropriate course choices. They may also refer the student to other offices on campus for information and services.

Students may remain in the General Studies Program for a maximum of 56 hours. Since the college does not grant a degree in General Studies, students must indicate a major by the end of the sophomore year.

DEPARTMENT OF BIOLOGICAL SCIENCES

Chairperson: David A. White, Ph.D. *Office:* 347 Monroe Hall
Professors: Letitia Beard, Roland Lesseps, S.J., J.M. Upadhyay
*Associate Professors:*David White, Donald Hauber, Craig Hood, James Wee
*Professors Emeritus:*Walter Moore, Kamel Khalaf
Assistant Professor: Dr. Victor Fet

The Department of Biological Sciences has both undergraduate and graduate programs. The undergraduate program in biology provides an outstanding modern science education with required courses in biology (38 hours), chemistry (24 hours), physics (8 hours), calculus (4 hours), and an additional mathematics, computer science, or statistics course. Students completing this program will have taken seven chemistry courses which qualifies them for a minor in chemistry. In addition to these science experiences, the program stresses a liberal arts education in which non-science courses make up approximately half of the curriculum. Thus, biology graduates are prepared to compete in the best graduate and professional programs in the country and abroad. This course of study provides excellent support for students pursuing health professional careers, including medicine, dentistry, veterinary medicine, pharmacy, optometry, podiatry, nursing and related areas. The breadth of educational experiences offered by the program provides the foundation for diverse career opportunities in the life sciences - from health and human services to the environment, to basic and applied research in botany, ecology and evolutionary biology, marine biology, microbiology, physiology and zoology.

BIOLOGY CURRICULUM

To earn a B.S. degree in Biological Sciences, students must complete a curriculum of required biology courses (38 hours) which includes five (5) Biology Core Courses, a required course in Biological Research, Biology electives (minimum of 14 hours), an original research project (or an additional 4 hour elective), adjunct and common curriculum courses, and pass a departmental comprehensive. These requirements are described below.

The Biology Core Curriculum: All majors are expected to complete five biology courses during their first two years. These courses present the fundamental concepts of the biological sciences through lectures, discussions, field experiences and investigatory laboratories. Students must complete at least one of the two experimental laboratory courses (BIOL 202, Genetics Lab; or BIOL 204, MCDB Lab). Upon completing the Biology Core Courses, students are prepared to enroll in elective courses.

Biology Core Courses

BIOL	0201	102	Botanical Diversity with Lab
BIOL	0201	104	Zoological Diversity with Lab
BIOL	0201	116	Ecology & Evolutionary Biology
BIOL	0201	201	Genetics with Optional Lab (BIOL 202)*
BIOL	0201	203	Molecular, Cellular, Developmental Biology with Optional Lab (BIOL 204)*

*Students must take one of these two laboratories.

Required and Elective Courses: Students must complete a sixth course, Biological Research (BIOL 302), which is an introduction to the theory and practice of biological research through lectures, discussions and seminars. The remainder of the courses required for the major are electives (a minimum of 14 hours) which the

students select according to their interests. Students are encouraged to conduct an original research project under the supervision of a faculty member (see below). Those students opting not to conduct original research are required to take an additional elective course (4 hours).

*Laboratory Requirement:*The department views field and laboratory experiences as being critical for a modern science education. Therefore, at least 6 of the core and elective biology courses that students complete must include laboratory experiences. For example, students completing the Core Courses with either the Genetics (BIOL 202) or MCDB (BIOL 204) lab would have taken 3 laboratory courses toward this requirement. They would then need to ensure that at least 3 of the elective courses they select include laboratories (or 2 if the student took both the Genetics and MCDB labs).

Undergraduate Research: Research experiences are invaluable to the education of a biologist. Students conduct original research under Independent Study (BIOL 499), which appears on their transcripts with a title that describes their project. Students present their findings in a departmental seminar and write their results in a thesis format at the completion of their project.

Departmental Comprehensive: All candidates for graduation must successfully complete both oral and written comprehensive examinations during their senior year. All seniors must take the Subject (Advanced) Test of the Graduate Record Examination in Biology. A score of 70 percentile or above will exempt students from the written comprehensive examinations.

Honors Program: Students who complete original research projects (see Undergraduate Research, above) and maintain a B average in Biology coursework are awarded Honors in Biology.

FACILITIES AND AFFILIATIONS

Teaching and Research Facilities: The department has outstanding modern teaching and research facilities to support its programs. In recent years the entire stock of student microscopes has been replaced and a video projection system allows observation of living and prepared biological materials. State-of-the-art cellular and molecular instrumentation allow students to carry-out experiments including enzyme analyses, DNA fingerprinting, hybridization, molecular cloning, and genetic analyses. The department has a dedicated microcomputer lab that supports its courses. Equipment and facilities to conduct field investigations in aquatic and terrestrial ecosystems of Southeastern Louisiana include a field vehicle, collecting equipment for environmental sampling instrumentation.

Affiliations: In addition to Loyola's membership in the New Orleans Consortium, the faculty of the Department of Biological Sciences have long-established informal affiliations with research programs in regional institutions. Faculty and students in the department regularly interact with research scientists from L.S.U. Medical Center, L.S.U. Dental School, Tulane University Medical School and School of Public Health, Tulane University, Southern Regional Research Center (U.S.D.A.), Southern Regional Office of U.S. Forest Service (U.S.F.S.), L.S.U.-Baton Rouge, Southeastern Louisiana University and University of New Orleans. These affiliations have provided our students with outstanding opportunities to work in diverse areas of the life sciences - including basic and applied research in heart disease, cancer, AIDS, aquaculture, immunology, neurobiology, microbiology, cellular physiology, conservation of biodiversity, and management of natural resources.

LUMCON Programs in Marine Science: Loyola University is an affiliate member of the Louisiana Universities Marine Science Consortium (LUMCON), which

includes 13 state institutions and 3 private universities. LUMCON maintains a state-of-the art marine science center on the Gulf Coast in Cocodrie, LA. LUMCON offers undergraduate and graduate summer courses in marine sciences which students may take as electives.

BACHELOR OF SCIENCE — BIOLOGY

Freshman		F	S
Major	BIOL 0201 102-104	4	4
Adjunct	CHEM 0202 105/107-106/108	4	4
Adjunct	MATH 0223 257-258 or COSC or Statistics	3	3
Foreign Language	100-101	3	3
Common Curriculum	ENGL 0276 122	3	0
Common Curriculum	RELS 0238 122	0	3
		17	17
		34	

Sophomore		F	S
Major	BIOL 0201 116	3	0
Major	BIOL 0201 201-203	3	3
Major	BIOL 0201 202 or 204	1	0
Adjunct	CHEM 0202 200-201	0	4
Foreign Lang.	200-201	3	3
Common Curriculum		6	9
		16	19
		35	

Junior		F	S
Major	BIOL 0201 302	2	0
Major	BIOL 0201 Electives	3	3
Adjunct	CHEM 0202 300/301-305	3	5
Adjunct	PHYS 0234 115-116	4	4
Common Curriculum		6	3
		18	15
		33	

Senior		F	S
Major	BIOL 0201 Electives	4	4
Major	BIOL 0201 499 or Elective	0	4
Adjunct	CHEM 404-405	2	2
Common Curriculum	0202	6	3
Electives		3	3
		15	16
		31	

TOTAL: 133 cr. hrs.

PRE-MEDICAL, PRE-DENTAL AND PRE-VETERINARY PROGRAM

Freshman		F	S
Major	BIOL 0201 102-104	4	4
Adjunct	CHEM 0202 105/107-106/108	4	4
Adjunct	MATH 0223 257-258 or COSC or Statistics	3	3
Foreign Language	100-101	3	3
Common Curriculum	ENGL 0276 122	3	0
Common Curriculum	RELS 0238 122	0	3
		17	17
		34	

Sophomore		F	S
Major	BIOL 0201 116	3	0
Major	BIOL 0201 201-203	3	3
Major	BIOL 0201 202 or 204	1	0
Adjunct	CHEM 0202 200-201	0	4
Foreign Language	200-201	3	3
Common Curriculum		6	9
		16	19
		35	

Junior		F	S
Major	BIOL 0201 302	2	0
Major	BIOL 0201 Electives	3	3
Adjunct	CHEM 0202 300/301-305	3	5
Adjunct	PHYS 0234 115-116	4	4
Common Curriculum		6	3
		18	15
		33	

Senior		F	S
Major	BIOL 0201 Electives	4	4
Major	BIOL 0201 499 or Elective	0	4
Adjunct	CHEM 0202 404-405	2	2
Common Curriculum		6	3
Electives		3	3
		15	16
		31	

TOTAL: 133 cr. hrs.

PRE-PHARMACY PROGRAM

Freshman		F	S
Major	BIOL 0201 102-104	4	4
Adjunct	CHEM 0202 105/107-106/108	4	4
Adjunct	MATH 0223 118-257	3	3
Common Curriculum	ENGL 0276 122	3	0
Common Curriculum		3	6
		17	17
		34	
Summer Session			
Adjunct	PHYS 0234 115-116	4	4
		8	
Sophomore		F	S
Major	BIOL 0201 212	0	4
Adjunct	CHEM 0202 200/201	4	0
Adjunct	CHEM 0202 300-301/305	3	5
Adjunct	ACCT 0301 100-ECON 0303 201	3	3
Common Curriculum		6	6
		16	18
		34	

TOTAL: 76 cr. hrs.

Students who plan to attend Xavier University College of Pharmacy should take SPCH 0207 100 in place of ACCT 0301 100.

PRE-NURSING AND ALLIED HEALTH CAREERS

Students who desire to pursue a nursing or allied health career can arrange to take all the courses required to satisfy the requirements for entry into their professional school of choice.

EARLY ADMISSION TO GRADUATE STUDIES PROGRAM—B.S.-M.S. DEGREE

In the early admission program leading towards the master's program, qualified juniors who are seriously considering graduate school may find it beneficial to continue their studies at Loyola since they would potentially be able to complete their B.S. and M.S. degrees in five years.

In order to be eligible for this program, the student must be classified a senior (a minimum of 90 credit hours) and he or she must have maintained at least a 2.75 GPA in biology and an overall average of at least 2.5.

A total of 24 graduate credit hours will be required for completion of this program. All students must include at least one course from each of the following disciplines: botany, zoology, and microbiology. After completing the courses, the candidates must pass graduate comprehensive examinations.

Early admission candidates, are required to perform research during their junior and senior years. Their research project will be more extensive than an undergraduate project, continuing into their fifth year, thereby serving as their thesis research. However, these students will still be required to give a presentation of progress through their senior year in order to obtain a B.S. degree.

After completing the thesis, the candidate must successfully defend the thesis before the graduate faculty.

This program is designed to allow students who change their plans and elect not to continue on for the M.S., the ability to complete the B.S. within the normal four-year period provided all B.S. requirements are met as mentioned earlier.

GRADUATE STUDIES PROGRAM — B.S.-M.S. DEGREE

Senior Year		F	S
Major	BIOL 0201 310 Graduate Elective*	4	4
Major	BIOL 0201 360-361	1	1
Major	BIOL 0201 499-499	2	2
Adjunct	CHEM 0202 400-401	3	3
Adjunct	CHEM 0202 402-403	1	1
Common Curriculum	Advanced Electives	3	3
Electives		3	3
		17	17

Fifth Year		F	S
Graduate Courses*		8	8

*Please refer to the graduate bulletin.

DEPARTMENT OF CHEMISTRY

Chairman: Anthony DiMaggio, III, Ph.D. *Office:* 425 Monroe Hall
Professors: Anthony DiMaggio, III, Jasjit Walia
Assistant Professors: Kurt Birdwhistell, Lynn V. Koplitz
Extraordinary Faculty: Leslie Wilson, Instructor

The Chemistry Department has a broad spectrum of undergraduate programs leading to the bachelor's degree. They will be further described below under the heading of professional chemistry programs, premedical program, secondary education program and liberal arts program.

PROFESSIONAL CHEMISTRY PROGRAMS

The Chemistry Department is on the Approved List of the American Chemical Society for Professional Training in Chemistry. Students who graduate with either the B.S.-Chemistry (Honors Program), or B.S.-Chemistry, will be certified to the American Chemical Society as having met the standards of its Committee on Professional Training. The salient points of the curriculum are as follows:

1. Three semesters of introductory chemistry including qualitative and quantitative analysis.
2. Two semesters of organic chemistry.
3. Two semesters of physical chemistry serve as prerequisite for biochemistry, inorganic chemistry, and instrumental analysis.
4. One semester of instrumental analysis.
5. One semester of inorganic chemistry.
6. A total of 500 contact hours of laboratory work and 400 hours of classroom work

An additional feature of the curriculum is that we require two years of foreign language, three semesters of calculus, two semesters of physics and two semesters of science or math electives.

CHEM 0202 460, Chemical Literature, is a one hour course required of all chemistry majors in the sophomore year. This course is designed to teach students how to search the literature rapidly and efficiently for specific pieces of information. For those students in the honors program, this course forms the beginning of their research program.

Choice of advanced courses will be made by the student after consultation with his or her adviser and the chemistry faculty. This choice is aimed at putting the finishing touches on the student's undergraduate training in the field in which he or she intends to specialize in graduate school, industry, or government. While research is required of students in the honors program, a chemistry student may elect, with the approval of his or her adviser, to do a research project to help round out his or her education. The advanced courses to be taught in any given year will depend upon the needs of the senior class of that year. An upper division course in physics or mathematics will be accepted as one of the required advanced courses, with approval of the chemistry and physics or mathematics chairman.

In order to receive the B.S.-Chemistry (Honors Program), the student must:

1. Earn an overall grade point average of 2.5 and a chemistry course grade point average of 3.0.

2. Engage in, and do satisfactory independent work in a chemistry research project in each semester, beginning with the second semester of the sophomore year. The quality of a student's project work each semester will be certified to the department chairman by the professor who directs the project. A student may continue on the same project for more than one semester, on the advice of the departmental chairman.
3. Present a seminar on his or her research to the assembled department during the second semester of his or her senior year.
4. Take CHEM 0202 498, Thesis Research, for five semesters for a total of seven semester hours. The course includes completion of a research project and presentation of the results both as a thesis and as a departmental seminar.

Successful completion of the programs just described entitles the student to ACS certification and to a B.S.-Chemistry or B.S.-Chemistry (Honors Program) degree.

PRE-MEDICAL PROGRAM IN CHEMISTRY

The key word is flexibility with as few required major and adjunct courses as possible. The required chemistry courses are one year of general chemistry with lab, one year of organic chemistry with lab, one year of biochemistry with lab, a one semester course in quantitative analysis with lab, one semester physical chemistry lecture and one chemistry elective.

Required adjunct courses would include one year of calculus, one year of physics, the equivalent of four semesters of any foreign language and four semesters of biology. Two semester courses in the behavioral sciences are strongly recommended. Students completing this program will be awarded the Bachelor of Science degree.

A student may also elect the ACS certified professional curriculum in chemistry or the Honors Program in Chemistry as a pre-med program.

BACHELOR OF SCIENCE CHEMISTRY PROGRAM WITH CERTIFICATION IN SECONDARY EDUCATION

For those who are interested in teaching chemistry at the secondary school level, we have outlined a program using elective hours to complete the requirements for state certification. The reader is referred to the education section of this Bulletin for complete information on state certification. Students pursuing this program will have two advisors, one in chemistry and one in education.

LIBERAL ARTS PROGRAM

Students with interests in law or communications, for instance, may wish to major in chemistry. The general university requirements for a bachelor's degree is thirty hours in an area of concentration. This requirement is met by taking 12 core hours in chemistry at the 100 and 200 level and completion of 18 upper division hours in chemistry from the 300 and 400 level group of courses. Required adjuncts would be two semesters of math and two semesters of physics. Students completing this program will be awarded the Bachelor of Science degree.

STUDENT ASSISTING

Sophomore, junior, and senior chemistry students are expected to serve as student assistants to the extent judged appropriate by the department chairman. This

work, which is an important part of their training, will earn partial remission of tuition if the student is eligible for financial aid.

BACHELOR OF SCIENCE — CHEMISTRY

Freshman		F	S
Major	CHEM 0202 105-106	3	3
Major	CHEM 0202 107-108	1	1
Adjunct	MATH 0223 257-258	3	3
Foreign Language	100-101	3	3
Common Curriculum		6	6
		16	16
			32

Sophomore		F	S
Major	CHEM 0202 200	0	2
Major	CHEM 0202 201	0	2
Major	CHEM 0202 300-301	3	3
Major	CHEM 0202 302-303	2	2
Major	CHEM 0202 460	1	0
Adjunct	PHYS 0234 110-111	5	5
Adjunct	MATH 0223 310	0	3
Foreign Language	200-202	3	3
Common Curriculum		3	0
		17	20
			37

Junior		F	S
Major	CHEM 0202 307-306	3	3
Major	CHEM 0202 308-309	1	1
Major	CHEM 0202 498-498	(1)*	(2)*
Adjunct	Science/Math Elective	3	3
Elective		3	3
Common Curriculum		6	6
		16 (17)*	16 (18)*
			32 (35)*

Senior		F	S
Major	CHEM 0202 420-410	3	2
Major	CHEM 0202 421-411	2	1
Major	CHEM 0202 400 level elect	3	3
Major	CHEM 0202 498-498	(2)*	(2)*
Common Curriculum		6	6
Elective		0	2
		16* (14)	14 (16)*
			28 (32)*

TOTAL: 129 (136)* cr. hrs.

*Honors requirements in parentheses.

Students seeking ACS Certification must complete adjunct courses.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design.* Refer to *A&S Common Curriculum* in index for page number.

PRE-MEDICAL PROGRAM IN CHEMISTRY

Freshman		F	S
Major	CHEM 0202 105-106	3	3
Major	CHEM 0202 107-108	1	1
Adjunct	MATH 0223 257-258	3	3
Foreign Language	LANG 100-101	3	3
Common Curriculum		6	6
		16	16
		32	

Sophomore		F	S
Major	CHEM 0202 200	0	2
Major	CHEM 0202 201	0	2
Adjunct	PHYS 0234 115-116	4	4
Adjunct	BIOL 0201 Electives	4	4
Adjunct	LANG 200-201	3	3
Common Curriculum		3	0
		14	15
		29	

Junior		F	S
Major	CHEM 0202 300-301	3	3
Major	CHEM 0202 305	0	2
Major	CHEM 0202 306	3	0
Elective		6	3
Common Curriculum		6	9
		18	17
		35	

Senior		F	S
Major	CHEM 0202 400-401	3	3
Major	CHEM 0202 402-403	1	1
Major	CHEM Elective	3	0
Adjunct	Biology Elective	4	4
Elective		0	4
Common Curriculum		3	6
		14	18
		32	

TOTAL: 128 cr. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

BACHELOR OF SCIENCE CHEMISTRY PROGRAM WITH CERTIFICATION IN SECONDARY EDUCATION

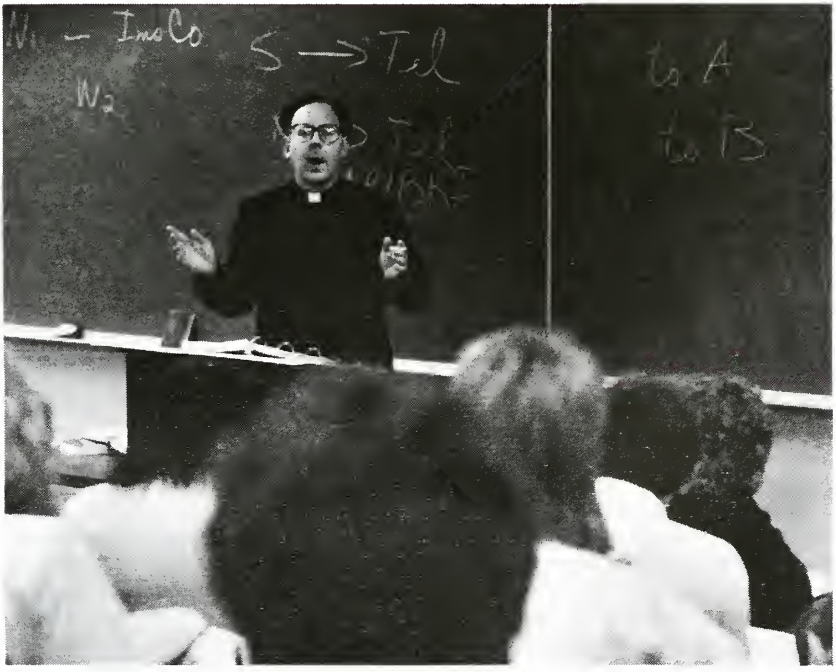
Freshman		F	S
Major	CHEM 0202 105-106	3	3
Major	CHEM 0202 107-108	1	1
Adjunct	MATH 0223 257-258	3	3
Adjunct	EDUC 0214 100-305	3	3
Adjunct	EDUC 0214 Physical Activity	1	1
Foreign Language		3	3
Comm Cur.	COMP 0217 122 RELS 0238 122	3	3
		17	17
		34	
Summer			
Comm Cur.	HIST 0222 122-PHIL 0233 122	6	
Sophomore		F	S
Major	CHEM 0202 200	0	2
Major	CHEM 0202 201	0	2
Adjunct	PHYS 0234 115-116	4	4
Adjunct	BIOL 0201 110-111	4	4
Adjunct	EDSE 0212 200	0	3
Comm Cur.	ENGL 0276 125-ENGL 0276 130-199	3	3
Comm Cur.	PHIL 130-199	3	0
		14	18
		32	
Junior		F	S
Major	CHEM 0202 300-301	3	3
Major	CHEM 0202 305	0	2
Major	CHEM 0202 306	3	0
Adjunct	EDSE 0212 305-310 or 315	3	3
Adjunct	EDUC 0214 Physical Activity	2	0
Adjunct	HIST 0222 200-LIT 0218-306	3	3
Comm Cur.	HIST/ECON/POLS/SOCI 130-199	3	3
Comm Cur.	RELS	0	3
		17	17
		34	
Summer			
Comm Cur.	PHIL-RELS 130-199	6	
Senior		F	S
Major	CHEM 0202 300-400 electives	7	0
Adjunct	EDSE 0212 300	3	0
Adjunct	EDUC 0214 300	3	0
Adjunct	EDSE 0212 410	0	9
Adjunct	EDSE 0212 215	1	0
Comm Cur.	HIST/ECON/POLS/SOCI 130-199	3	0
		17	9
		26	

TOTAL: 138 cr. hrs.

DEPARTMENT OF CLASSICAL LANGUAGES, LITERATURE AND CIVILIZATION

Chairwoman: Connie L. Rodriguez, Ph.D
Professor Emeritus: Rev. Emmett M. Bienvenu, S.J., M.A.
Assistant Professors: Connie L. Rodriguez, Claude N. Pavur, S.J.
Adjunct Faculty: John Biguenet (English), Francis Coolidge (Philosophy), William T. Cotton (English), Anthony Lala (English), Juliane Maher (City College/Linguistics), Leo A. Nicoll, S.J. (History), Earl A. Richard (Religious Studies), Thomas Smith (Religious Studies), Julian Wasserman (English)

Courses in Greek and Latin language and literature and in Classical Humanities are offered in the fall and spring semesters of each academic year. In addition, an interdisciplinary minor is available to all students. The minor requires 24 total credits, with 12 credits in Classical language, Latin or Greek, and 12 credits selected from designated Civilization courses.



DEPARTMENT OF COMMUNICATIONS

Chairman: Alfred L. Lorenz, Ph.D. *Office:* 332 Communications/ Music Building

Professors: Alfred L. Lorenz, John H. Pennybacker, Raymond A. Schroth, S.J.
Associate Professors: Ralph Thomas Bell, Mary I. Blue, William M. Hammel, David M. Myers
Assistant Professors: S.L. Alexander, James Kenny, Neil Nemeth
Extraordinary Faculty:
Instructors: Leslie G. Parr, J. Cathy Rogers
Lecturer: Gerard M. Schuppert

DEPARTMENT GOALS

The Department of Communications, in line with the university's educational goals, strives to produce a student who is both educated and trained, one who combines critical awareness, ability to make decisions, and technical and organizational competence. A solid basis in the techniques of the field is expected of our students, but we also stress a comprehensive view of the theory, the ethics, and the social consequences of our complex national and global communications systems.

STRUCTURE OF THE DEPARTMENT

The Department of Communications offers courses in radio and television production and direction, journalism (broadcast and print), public relations, advertising, photography, graphics and film theory. After completing Introduction to Mass Communications and Writing for the Mass Media, students select a sequence of courses, in consultation with faculty advisers, in line with their own particular goals.

FACILITIES

The department is constantly interested in renewing and expanding its facilities to permit improved conditions for students and faculty. Loyola has some of the most modern communications equipment to be found on any college campus in the south, housed in a $14-million building specially designed for instruction in communications.

The equipment includes: two all-color television studios with modern production control rooms, a master control area, projection and video tape editing facilities, portable television equipment, engineering shop, news bureau with national wire service, radio studios, a graphic arts studio, a scene construction workshop, darkrooms, a video display terminal typesetting installation, typewriter and computer equipped classrooms, and support facilities. Three campus theatres are equipped for screening both 16mm and 35mm films. Loyola's Film Buffs Institute offers an extraordinary variety of film screenings and hosts many film festivals.

Students in the department work on WLDC-TV and AM, a network of closed-circuit student-operated television and radio on Loyola's campus, the *Wolf* yearbook and *The Maroon,* the campus newspaper. Students interested in advertising sell commercial air time and space in the newspaper. Credit can also be obtained for supervised internships in any of the media.

PROFESSIONAL AND ACADEMIC SOCIETIES

The department holds memberships in the Association of Schools of Journalism and Mass Communication, Broadcast Education Association, Associated Collegiate

Press, Louisiana Association of Broadcasters and the Louisiana Press Association. Student organizations include Kappa Tau alpha, the national honor society in journalism and mass communications; the Society of Professional Journalists; Ad Club; and Public Relations Student Society of America.

FACULTY

The makeup of the faculty reflects the philosophy of the department: a group of professors and instructors who combine doctoral degrees with years of professional experience. Among our present faculty are names of national and international prominence, noted writers and award-winners.

ADMISSION TO MAJOR

Students must be formally admitted into the communications major on completion of 56 hours of course work. Prior to that time students are considered to be tentative majors in the department. To be admitted, students must have successfully completed all of the introductory common curriculum courses and CMMN 100 and CMMN 101. They must have at least a 2.5 grade point average in communications course work and a 2.5 average over all. They must have no grade lower than a C in any communications course.

Review of credentials will be automatic.

A student who is rejected will be given the opportunity to transfer to another major. He or she may appeal by letter after one enrolled semester. The appeal will be considered by a faculty committee. If it is approved, the student may proceed as a declared major in communications. If it is denied, the student will have no further appeals.

Transfer Students

Students who wish to transfer into communications from other majors within the university must have at least a 2.5 grade point average to gain admittance as tentative majors. Upon completion of 56 hours, they must meet the standards set in the paragraphs above to be formally admitted to the major. If they have completed 56 or more hours of work, they must also have successfully completed all of the introductory common curriculum courses and have earned a 2.5 grade point average with no grade lower than C in communications courses taken up to that time.

Transfer students from other universities who bring fewer than 56 hours of course work will be considered tentative majors and must meet the general rules for formal admission to the major on completion of 56 hours of course work. Students who wish to transfer into communications from another university and who have completed 56 hours or more of course work will be considered tentative majors in their first semester at Loyola. They must attain a 2.5 grade point average in work taken at Loyola during their first semester to be accepted into the department automatically.

Applications from potential transfer students, whether from within the university or from other universities, who do not meet the criteria for acceptance as tentative majors or for automatic formal acceptance into the major, will be reviewed by a faculty committee. Any student who is rejected may appeal to the committee by a letter after one enrolled semester. If the appeal is denied, the student will have no further appeals.

All students who wish to transfer to Loyola from other colleges and universities to become communications majors must complete at least 15 credit hours of course work in a specific communications sequence at Loyola in addition to completing any communications core courses for which they are not transferring credit. That work,

added to their previous work in communications fields (e.g., journalism, broadcasting, advertising, public relations, photojournalism, film theory, communications studies) must not exceed Loyola's limit of 39 hours in communications courses. No more than 18 hours of communications courses taken at other institutions will apply to the Loyola degree.

Graduation Requirements:

Majors in communications must have a 2.5 GPA in communications courses in order to graduate.

Minors in communications must have at least a 2.0 GPA in communications courses in order to graduate with a minor in communications.

General Requirements:

Any student wishing to take an advanced communications course must have at least a C in CMMN 100 and CMMN 101.

No communications course taken with a grade lower than a C will count toward the degree in communications.

No communications course may be repeated more than once.

CURRICULUM

Total number of hours required: 128
Communications hours required: 33

Required courses

CMMN 100 Introduction to Mass Communications
CMMN 101 Writing for the Mass Media
CMMN 400 Mass Communications Theory and Research
CMMN 401 Law of Mass Communications

Sequences

In addition to completing the core requirements, each student must complete a coherent sequence of courses established by the department for a particular communications field. Sequences agreed upon by the faculty include advertising, broadcast production, broadcast journalism, print journalism, public relations, photojournalism, communications studies and film studies.

MINORS

Each student must also complete a minor, a set of courses in another field of study outside the department. Requirements for minors are specified by individual departments.

TYPING REQUIREMENT

All communications students must be able to type.

BACHELOR OF ARTS — COMMUNICATIONS

Freshman		F	S
Major	CMMN 100-101	3	3
Common Curriculum		9	9
Foreign Language		3	3
		15	15
			30

Sophomore		F	S
Major	(Sequence Entry Courses)	3	3
Minor		3	3

Common Curriculum	6	6
Electives	3	3
	15	15
	30	

Junior		F	S
Major	CMMN 400, 401, Sequence)	6	6
Minor		6	6
Common Curriculum		6	6
		18	18
		36	

Senior		F	S
Major		6	3
Minor		3	3
Common Curriculum		3	3
Electives		5	6
		17	15
		32	

TOTAL: 128 cr. hrs.

Limits

1. No more than 39 hours in communications courses may be counted toward the 128 hours required for the degree.
2. Only three hours of internship credit may be counted toward the 128 hours required for the degree.
3. No communications course offered in the common curriculum (CMMN 130 - CMMN 199) may be used to meet major requirements for a degree.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

EVENING PROGRAM

An evening program in Communication Science leading to a Bachelor of Applied Science is offered through City College. See the City College section of this Bulletin for details.

DEPARTMENT OF DRAMA AND SPEECH

Chairman: Georgia Gresham, M.F.A. *Office:* 312 Marquette Hall
Professor: Ernest Ferlita, S.J., Georgia Gresham, Rosary H. O'Neill
Associate Professors: Donald Brady, Herbert Sayas
Extraordinary Faculty:
Lecturers: Francine Segal, Lawrence Warner

The Jesuit tradition in drama and speech goes back to the very beginning of the order's educational activities. In the Jesuit school theatre, "the attempt was made for the first time to use the stage, not as the Humanists had used it, mainly for the sake of teaching Latin, but as a formative influence on the student's entire personality."[1] At the same time, no element of the dramatic arts was left unexplored, so that the spoken word, while retaining its importance, took its place alongside of mime, music and spectacle. It is not surprising, therefore, that a number of leading dramatists began the development of their art through contact with the Jesuit stage — Molière and Corneille in France, Calderón de la Barca in Spain, Goldoni in Italy.

The Department of Drama and Speech recognizes in this tradition important directions for the role of the theatre in the modern world, and attempts to make them felt in its curriculum.

The department administers three degree programs, a Bachelor of Arts in Drama, in Drama and Communications, and in Theatre Arts with a Minor in Business Administration. All three are designed to provide 128 credit hours.

The **BACHELOR OF ARTS IN DRAMA** requires 40 hours in the major:

DRAMA Core Courses: all required (25 hours)

DRAM 103-04	Stagecraft I & II	6
DRAM 110	Movement Theatre Workshop	3
DRAM 112	Vocal Theatre Workshop	3
DRAM 220	Acting I	3
DRAM 240	Theatre History	3
DRAM 300	Play Production	4 (2/2)
DRAM 410	Directing	3
DRAM 490	Senior Project	0

DRAMA Electives: Any fifteen hours, chosen from Drama and Speech offerings, except SPCH 100 (15 hours)

Adjunct Courses: 15 hours of Adjunct courses are required.

DRAM 130	World Theatre I	3
DRAM 132	World Theatre II	3
ENGL 320	Shakespeare Survey	3
ENGL 344	Survey of Modern Drama	3
(Elect one from the following courses)		3
ENGL 323	Shakespeare: Comedies	
ENGL 321	Shakespeare: Tragedies	
ENGL 322	Shakespeare: Histories	
CLHU 142	Dev. of Greek Tragedy	

[1]Reader's Encyclopedia of World Drama

The **BACHELOR OF ARTS IN DRAMA AND COMMUNICATIONS**(DRCM) requires 50 hours, 26 in Drama, 24 in Communications:

The 26 hours in Drama are as follows:

DRAMA Core Courses: All required (18 hours)

DRAM 103 or 104	Stagecraft I or II	3
DRAM 110	Movement Theatre Workshop	3
DRAM 112	Vocal Theatre Workshop	3
DRAM 220	Acting I	3
DRAM 300	Play Production	3 (2/1)
DRAM 410	Directing	3
DRAM 490	Senior Project	0

DRAMA Electives: Any eight hours, chosen from Drama and Speech offerings, except SPCH 100

The 24 hours in Communications are as follows:

CMMN Block I: All required (12 hours)

CMMN 100	Intro to Mass Communications	3
CMMN 101	Writing for Mass Media	3
CMMN 220	Intro to Broadcasting & Film	3
CMMN 320	Prod Theory & Practice	3

CMMN Block II: Any two (6 hours)

CMMN 322	TV Production I	3
CMMN 321	Radio TV Announcing	3
CMMN 325	Television Performance	3
CMMN 329	Script Writing	3

CMMN Block III: Any two (6 hours)

CMMN 400	Mass Communications Theory & Research	3
CMMN 422	TV Analysis & Criticism	3
CMMN 445	Film Theory & Criticism	3
CMMN 470	Mass Persuasion	3
CMMN 472	Mass Communications Research	3
CMMN 474	Ethics of Mass Communications	3

Adjunct courses: 12 hours of adjunct courses are required

DRAM 130	World Theatre I or	3
ENGL 320	Shakespeare Survey	
DRAM 132	World Theatre II or	3
ENGL 344	Survey of Modern Drama	

6 additional hours to be selected in consultation with the advisor.

The **BACHELOR OF ARTS IN THEATRE ARTS** With a Minor in **BUSINESS ADMINISTRATION** (DRTA) requires 30 hours in each discipline:

The 30 hours in Drama are as follows:

DRAMA Core Courses: All required (18 hours)

DRAM 103 or 104	Stagecraft I or II	3
DRAM 110	Movement Theatre Workshop	3
DRAM 112	Vocal Theatre Workshop	3
DRAM 220	Acting I	3
DRAM 300	Play Production	3 (2/1)
DRAM 410	Directing	3
DRAM 490	Senior Project	0

DRAMA Electives: Any 12 hours, chosen from Drama and Speech, except SPCH 100.

The 30 hours in Business Administration are as follows:

ACCT	100-101	Principles of Accounting	6
ECON	200-201	Principles of Economics	6
FIN	300	Financial Management	3
MGT	300	Principles of Management	3
LGST	305	Legal Environment of Business	3
MKT	300	Basic Marketing	3
DECS	200-201	Business Statistics I & II	6

3 hours of adjunct courses are required, as follows:

COSC	106	Micros and Productivity	3

In all three degree programs, no more than a total of six additional hours in Play Production (DRAM 300), Theatre Workshop (DRAM 262) and Advanced Performance Workshop (DRAM 321) may be counted toward the 128 needed for graduation.

There are two theatre units. Marquette Theatre is a procenium theatre where full productions are presented to the community. The Lower Depths Theatre is the flexible and experimental theatre space. Usually six productions are staged annually, two in Marquette Theatre and four in The Lower Depths Theatre.

All students are expected to be involved in at least one production each semester. A student placed on probation must cease all production activity until good standing is restored. Departmental meetings are mandatory.

For the drama major, the directing of a short play and the compiling of a production book are required for graduation. The drama-communications major may substitute the direction of a television play. The theatre arts/business administration major will compile a complete log detailing all the managing aspects of one of the department's major productions.

BACHELOR OF ARTS — DRAMA

Freshman		F	S
Major	DRAM 0206 103-104	3	3
Major	DRAM 0206 110-112	3	3
Common Curriculum		9	9
		15	15
		30	

Sophomore		F	S
Major	DRAM 0206 220	3	0
Major	DRAM 0206 Elective	0	3
Major	DRAM 0206 240	3	0
Major	DRAM 0206 300	0	2
Adjunct	DRAM 0206 130-132	3	3
Common Curriculum		3	6
Foreign Language		3	3
		15	17
		32	

Junior		F	S
Major	DRAM Elective	3	3
Major	DRAM 0206 300	2	0
Major	DRAM 0206 Elective	0	3
Adjunct	ENGL 320-344	3	3
Common Curriculum		6	6
Elective		3	3
		17	18
		35	

Senior		F	S
Major	DRAM 0206 410	3	0
Major	DRAM Elective	0	3
Major	DRAM 0206 490	0	(P/F)
Adjunct	Adjunct Elective	0	3
Common Curriculum		6	3
Elective		6	7
		15	16
		31	

TOTAL: 128 cr. hrs.

BACHELOR OF ARTS — DRAMA AND COMMUNICATIONS

Freshman		F	S
Major	DRAM 0206 103 or 104	3	0
Major	DRAM Elective	0	3
Major	CMMN 0271 100	3	0
Major	CMMN 0271 101	0	3
Common Curriculum		9	9
		15	15
		30	

Sophomore		F	S
Major	DRAM 0206 110-112	3	3
Major	DRAM 0206 220	3	0
Major	DRAM Elective	0	2
Major	CMMN 0271 220	0	3
Major	CMMN 0271 Block II	3	0
Foreign Language		3	3
Common Curriculum		3	6
		15	17
		32	

Junior		F	S
Major	DRAM Elective	3	0
Major	DRAM 0206 300	2	1
Major	CMMN 0271 320	3	0
Major	CMMN 0271 Block II	0	3
Adjunct		3	3
Common Curriculum		6	9
Elective		0	3
		17	19
		36	

Senior		F	S
Major	DRAM 0206 410	3	0
Major	CMMN 0271 Block III	3	0
Major	CMMN 0271 Block III	0	3
Major	DRAM 0206 490	0	(P/F)
Common Curriculum		3	3
Adjunct		3	3
Elective		3	6
		15	15
		30	

TOTAL: 128 cr. hrs.

BACHELOR OF ARTS — THEATRE ARTS with a Minor in BUSINESS ADMINISTRATION

Freshman		F	S
Major	DRAM 0206 103 or 104	3	0
Major	DRAM Elective	0	3
Foreign Language		3	3
Common Curriculum		9	9
		15	15
		30	

Sophomore		F	S
Major	DRAM 0206 110-112	3	3
Major	DRAM 0206 220	3	0
Major	DRAM Elective	0	3
Minor	ACCT 0301 100-101	3	3
Minor	ECON 0303 200-201	3	3
Common Curriculum		3	6
		15	18
		33	

Junior		F	S
Major	DRAM Elective	3	0
Major	DRAM Elective	0	3
Major	DRAM 0206 300	2	1
Minor	FIN 0304 300	3	0
Minor	LGST 0307 305	0	3
Minor	DECS 0302 200-201	3	3
Common Curriculum		6	6
		17	16
		33	

Senior		F	S
Major	DRAM 0206 410	3	0
Major	DRAM 0206 490	0	(P/F)
Minor	MKT 0306 300	3	0
Minor	MGT 0305 300	0	3
Common Curriculum		3	6
Adjunct	COSC 0224 106	3	0
Elective		3	8
		15	17
		32	

TOTAL: 128 cr. hrs.

PROGRAM IN ECONOMICS

Area Chairman: Michael T.Saliba
Associate Professors: William Barnett, Jerry Dauterive, Shu-Jan Liang, Michael T. Saliba, II
Assistant Professor: Deborah Walker

This degree program is co-sponsored by the Colleges of Arts and Sciences and Business Administration. The economics curriculum is designed to provide students with a fundamental understanding of economic processes. Emphasis is on the conceptual framework and analytical skills necessary to an understanding of complex interrelationships among individuals, businesses, and governments, as they relate to the economic aspects of life, particularly with reference to modern industrial market economies. The program also is designed to enable students to function as intelligent and informed citizens and to be prepared for careers in business, industry, and government. Further, the program provides an excellent basis for graduate study in economics or business as well as being an excellent preparation for law school.

BACHELOR OF ARTS — ECONOMICS

Freshman		F	S
Adjunct	COSC 0224 106/MATH 0223 116	3	3
Adjunct		3	3
Common Curriculum	MATH 0223 115	3	0
Common Curriculum		6	9
		15	15
		30	

Sophomore		F	S
Major	ECON 0303 200/201	3	3
Major	DECS 0302 200/201	3	3
Foreign Language		3	3
Common Curriculum		6	6
		15	15
		30	

Junior		F	S
Major	ECON 0303 300/301	3	3
Major	ECON 0303 305/300- or 400-level elective	3	3
Adjunct		3	3
Electives		3	3
Common Curriculum		6	6
		18	18
		36	

Senior		F	S
Major	ECON 0303 300- or 400- level elect	6	6
Common Curriculum		3	3
Electives		9	6
		18	15
		33	

TOTAL: 129 cr. hrs.

Twelve hours of adjunct courses must be selected in consultation with the student's advisor from the following areas: history, philosophy, political science, psychology, sociology.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF EDUCATION

Co-Chairmen: Justin E. Levitov, Ph.D. and Paul V. Murray, Ph.D.
Office: 262 Monroe Bldg.
Associate Professors: Lorynne D. Cahn, Jane C. Chavin, Mary C. Fitzgerald, Justin E. Levitov, Paul V. Murray
Extraordinary Faculty:
Instructor: Florence P. Rivette

From earliest times, teaching the young has been recognized as a noble task, necessary for the welfare of society. The rudimentary and narrow needs of earlier cultures have yielded to the ever-increasing requirements of more sophisticated civilizations. Modern times have witnessed an extraordinary quickening of the pace of change. The complex technological advances made in recent decades have not only complicated the world students will become a part of, but have also impacted seriously on the ways students can be prepared to become effective and productive persons. As a consequence, teacher education programs must be designed on the basis of an insightful appreciation of the many different and rapidly changing factors that constitute contemporary society.

Loyola University readily accepts the challenge inherent in these demands. Through its Department of Education, the university is committed to engaging all its resources in preparing teachers who have the skills and the knowledge necessary to help students achieve what is required of them to become effective and productive members of the community in which they live. In such a way, Loyola University finds teacher education a particularly appropriate way of fulfilling its mission of service in the development of the individual in an often complex and ambiguous world.

Loyola University offers a Bachelor of Science degree in Elementary Education. A Bachelor of Music Education may also be earned at Loyola (see Music portion of the Bulletin). Loyola students interested in teaching in Louisiana secondary schools may pursue course work at Loyola leading to state certification (see details below).

ADMISSION TO STATE TEACHER CERTIFICATION PROGRAM

Prerequisites for admission to the teacher education program in elementary education are:

1. Admission as a student to the College of Arts and Sciences.
2. Successful completion of EDUC 0214 100 — Foundations of Education.
3. Successful completion of the General Knowledge and Communications Skills subtests of the National Teacher Examination.
4. Submission of a formal application for admission to Teacher Education.
5. Completion of an oral interview with members of the faculty.
6. Completion of the freshman year at Loyola or its equivalent. This would consist of a minimum of 30 credit hours of basic courses with 2.20 overall average.
7. Demonstration of:
   a. emotional, mental, and physical well-being.
   b. professional decorum, interest, and motivation.
   c. respect and concern for people.
8. Participation in a counseling session with designated guidance staff.

ADMISSION AND RETENTION IN TEACHER EDUCATION

The Department of Education reserves the right to admit and retain in teacher education those students whom the department deems capable of performing in an acceptable professional manner.

Each student who desires a degree in elementary education must be admitted to the Teacher Education Program by the Admission and Retention Committee of the Department of Education. The Education faculty processes all applications for admission to the degree programs. In arriving at decisions, the faculty uses information obtained from the application form and self-evaluation sheet, the student's academic record, interview records, faculty reports and other pertinent information. Admission procedures will generally be completed by the end of the freshman year or for transfer students by the end of their first semester at Loyola. The student will be notified by letter from the chairman of the department of the action taken on the application. Students not admitted to the program cannot take upper-division education courses.

A student who is admitted to the elementary education program will pursue his or her curriculum, scheduling professional education courses beyond the introductory level and other courses in sequence in accordance with the printed curriculum in this bulletin. Suitable field experiences in schools are included.

A student may be admitted provisionally. He or she is required to confer with the chairperson and his or her advisor to clarify his or her particular status. Students who are admitted must continue to meet academic and professional requirements during their education program in order to be retained in the program.

The faculty may remove a student from the degree program if it is determined that academically or professionally he or she is unlikely to be a successful teacher. The faculty may also place the student on probation for a given period. The services of the University Counseling Center are available to assist students who are not accepted for the Teacher Education Program.

STUDENT TEACHING

The culminating experience in teacher education is student teaching. Student teaching is an off-campus, school-based experience comprising a full semester. During student teaching, the student teacher is expected to assume all responsibilities of a fully certified, experienced teacher. Student teaching is supervised by an Education Department faculty member and a cooperating teacher in the school. Further information regarding student teaching may be obtained from the Student Teaching Handbook, availabl n the Education Department office.

DEPARTMENTAL COMPREHENSIVE

The core battery section of the National Teachers' Examination is recognized as the undergraduate comprehensive for the B.S. degree in Elementary Education. Students will be informed of specific testing requirements related to Louisiana state certification by departmental advisors.

STATE CERTIFICATION IN ELEMENTARY EDUCATION AND EARLY CHILDHOOD EDUCATION

To be recommended by Loyola University for certification as an elementary teacher in Louisiana, the student must fulfill all the requirements specified by the department for the degree program in elementary education. The degree program in elementary education incorporates all the requirements for certification by the State of Louisiana for teaching in grades 1-4. Applicants interested in upper elementary (5-

8) certification should consult with departmental advisors. For certification the student must earn a cumulative grade point average of 2.5. In addition, the student must take the National Teacher Examination core battery and specialized area examination. (Students who take subtests of the NTE prior to graduation will not be required to retake those portions of the examination. Students who fail parts of the examination may retake the examination.)

Certification requirements are established by the Louisiana State Department of Education and are subject to change. Any such changes will be incorporated into the student's program. *NOTE: As of 1989, all beginning teachers must complete the Louisiana Teacher Internship Program during their first year of public school teaching to be fully certified. Please consult with departmental advisors for more details.* Nine additional hours are required for Early Childhood certification.

STATE CERTIFICATION IN SECONDARY EDUCATION

Loyola students interested in teaching in the secondary schools in Louisiana must pursue a degree in the academic area in which they intend to teach. To be eligible for Louisiana State certification, the students must also successfully complete the general education and the professional education courses required by the State for certification. Loyola University certifies in the following secondary areas: English, foreign languages, journalism, mathematical sciences, science (e.g., biology, chemistry, physics), social studies, and speech.

The university also certifies "all-level" teachers in art and music (see Music portion of this Bulletin for the music requirements).

The State of Louisiana certification requirements are as follows:

General Education Requirements: 46 hours.

1. English: 12 hours, including 3 semester hours in grammar and 3 semester hours in composition.
2. Social Studies: 12 hours, including 3 semester hours in U.S. History.
3. Mathematics: 6 hours.
4. Science: 12 hours, including 3 semester hours in biological science and 3 semester hours in physical science.
5. Health and physical education: 4 semester hours.

Note: At Loyola in some instances college common curriculum requirements and State general eduation requirements may be fulfilled concurrently. Consult the advisor for specific information.

Professional Education: 31 hours

1. Three hours in history of education, introduction to education, foundations of education or philosophy of education.
2. Three hours in educational psychology.
3. Twelve hours of professional education appropriate to secondary level, including 3 hours of adolescent psychology (six units are departmental, not state requirements).
4. Three hours in the teaching of reading.
5. Nine hours in student teaching in the teaching field.
6. One hour of Teacher Aide (departmental requirement, not state required).

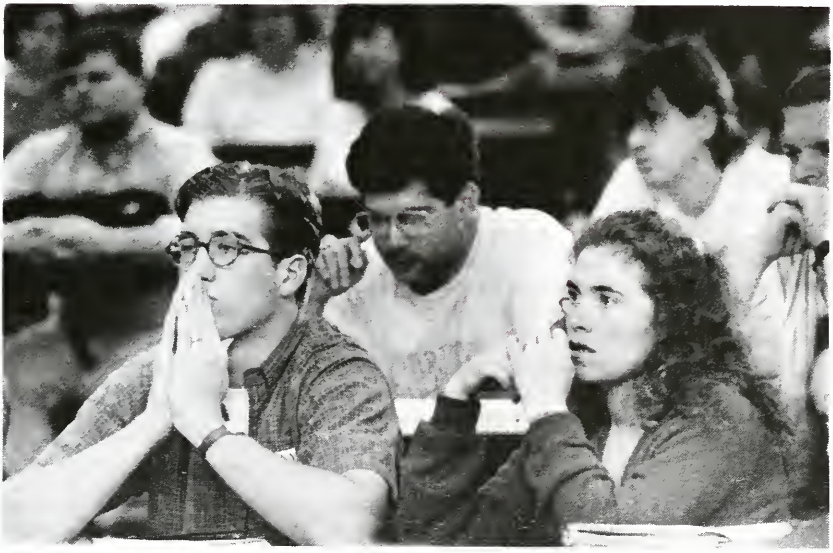
Students must have an overall G.P.A. of 2.5 and no grade lower than C in each course of the teaching area, as well as in each professional education course. In addition, the student must take the National Teacher Examination core battery and specialized area examination. Completion of the Louisiana Teacher Internship Program for beginning teachers in public schools is required for secondary level certification as well. Please consult with departmental advisors for more details.

Advising

In addition to an advisor for the primary concentration, students pursuing certification in secondary education will have an advisor in the department of education who will monitor the students' progress and aid them in the sequencing of the professional education courses. Students should fill out forms in the Office of the Dean, College of Arts and Sciences to list education as their minor.

Post-baccalaureate teacher education.

Post-baccalaureate teacher education programs are highly appropriate for individuals who decide late in their undergraduate education to pursue teaching as a career and for those individuals already teaching on temporary or intern certificates. For specific details on post-baccalaureate teacher certification, please refer to the Loyola University Graduate Bulletin or the department chair.



BACHELOR OF SCIENCE — ELEMENTARY EDUCATION[1]

Freshman		F	S
Major	EDUC 0214 100-EDEL 0208 200	3	3
Adjunct	GEOG 0216 100	3	0
Major	EDUC 0214 281	2	0
Major	EDUC 0214 280	0	2
Common Curriculum	Science	4	4
Major	EDEL 0208 258	0	3
Common Curriculum	HIST 0222 122/124-PHIL 0233 122	3	3
Common Curriculum	COMP 0217 122-RELS 0238 122	3	3
		18	18
		36	

Sophomore		F	S
Major	EDEL 0208 205	0	3
Major	EDUC 0214 305-EDEL 0208 215	3	1
Major	EDEL 0208 210	0	3
Adjunct	SPCH 0207 100	3	0
Adjunct	SCIENCE-Nutrition	4	3
Adjunct	MATH 0223 113-114 or 122-115	3	3
Adjunct	HIST 0222 200-201	3	3
Common Curriculum	LIT 0218 125-LIT	3	3
		19	19
		38	

Junior		F	S
Major	EDEL 0208 320-310	3	3
Major	EDEL 0208 325-315	3	3
Major	EDEL 0208 330-335	3	3
Major	EDEL 0208 345-340	2	2
Common Curriculum	SOC STU-PHIL	3	3
Common Curriculum	RELS	3	3
		17	17
		34	

Senior		F	S
Major	EDEL 0208 343	2	0
Major	EDEL 0208 410	0	9
Adjunct	LIT 0218 306	3	0
Adjunct	HIST 0222 245	3	0
Common Curriculum	PHIL	3	0
		11	9
		20	

TOTAL: 128 cr. hrs.

DEPARTMENT OF ENGLISH

Chairman: John Mosier, Ph.D. *Office:* 334 Bobet Hall

Professors: John Biguenet, Bruce Henricksen, Andrew Horton, John Mosier, Julian Wasserman

Associate Professors: Katherine Adams, Phanuel Egejuru, David Estes, Ronald Foust, Richard Johnson, Anthony Lala, Mary McCay, Peggy McCormack, Marcus Smith

Assistant Professors: William Cotton, Andrew Macdonald

Extraordinary Faculty:

Lecturers: John L. Adams, John Bell, Lenore, Eisensmith, Theresa James, Raymond McGowan, Melanie McCay, Tracy Santa, Marc Thomson, Sue Ann Toms, Mary Waguespack, Tom Whalen

REQUIREMENTS FOR MAJOR IN ENGLISH (LIT AND WRITING)

For a Bachelor of Arts in English, students must complete 36 hours in British and American literature, literary criticism and interpretation, and literature or writing electives after first taking ENGL 205 or 122. ENGL 205 is the required freshman composition course for English majors; students entering the major after taking ENGL 122 need not take 205. ENGL 205 and ENGL 206 should be completed in the freshman year. Majors take 18 hours of distribution requirements in Medieval, Renaissance, Restoration/Eighteenth Century, Nineteenth Century, American, and Critical Theory, not necessarily sequentially. They also take 12 additional elective hours, either in a specific track or as free electives, to complete the 36 hour major. The elective tracks students may choose to follow are Black Literature, Criticism and Theory, Film and Literature, Women's Literature and Feminist Criticism, or Writing. Literature courses listed in the common curriculum may be taken for major credit with the permission of the advisor and instructor.

Writing majors should take ENGL 205/206 in their freshman year. The 36 hour requirement is broken down into two blocks: students must complete 18 hours from courses numbered 207-215, 300-315, and 400-415. The remainder of their courses may be chosen from courses numbered 216-299, 316-399, and 416-499, with one of these courses being in American literature (430-445), and one course being in British literature before 1800 (316-329, 416-429).

English majors may take a minor in another discipline, to be determined in consultation with the advisor. Students must consult their assigned advisors in curriculum matters before registering for each semester.

BACHELOR OF ARTS — ENGLISH

Freshman		F	S
Major	ENGL 205, ENGL 206	3	3
Foreign Language		3	3
Common Curriculum		9	9
		15	15
		30	

Sophomore		F	S
Major	Combination of distribution requirements and electives	6	3
Adjunct		3	3

Common Curriculum		3	6
Electives		3	6
		15	18
			33

Junior		F	S
Major	Combination of distribution requirements and electives	6	6
Adjunct		3	3
Common Curriculum		3	6
Electives		3	3
		15	18
			33

Senior		F	S
Major	Combination of distribution requirements and electives	6	6
Adjunct		3	0
Common Curriculum		6	3
Electives		3	5
		18	14
			32

TOTAL: 128 cr. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under Curriculum Design. Refer to A&S Common Curriculum in index for page number.

DEPARTMENT OF HISTORY

Chairman: David Moore, Ph.D. *Office:* 428 Bobet Hall
Professors: Bernard Cook, James J. Pillar, O.M.I., Grace Swift, O.S.U.
Associate Professors: Nancy Fix Anderson, Maurice Brungardt, David Moore, Leo Nicoll, S.J., Ben Wren, S.J.
Assistant Professors: Raimi Adeleke, Peter Cangelosi, Robert Gerlich, S.J.

The aim of the undergraduate program in history is to provide a broad-based study of the human past. Such a study is a response to an innate interest which all people have in the past and which parallels their concern for the future. This desire is seen as a search for identity, individual and collective, and for insights into today's problems with an eye to their solutions.

The department provides instruction by professors with terminal degrees; it does not delegate, as is the practice in many large universities, its undergraduate students to teaching assistants. Every effort is made to develop attitudes of mind that distinguish the liberally educated person — habits of inquiry and criticism, of viewing events with perspective and objectivity, of judging the good and the bad and the in-between in human affairs, of weighing the pros and cons in courses of action to be taken.

An undergraduate degree in history is recognized as valuable preparation for careers in several fields: law, foreign service, politics, journalism, teaching and, naturally, historical research and writing. History also serves as an indispensable adjunct to studies in the humanities and the social sciences.

History graduates also seek careers in business in large numbers. The faculty advisor can recommend specific business courses to be taken that will not only provide the student with a secondary concentration in business, but also qualify him or her to enter a master's in business administration program and complete that program within a single year after graduation.

In order to graduate with a degree in history, a student needs to earn 36 credit hours in the major. HIST 400-Historiography, is obligatory. The student must maintain an overall C average in his or her major.

Departmental Comprehensive: Successful completion of a departmental comprehensive examination in history is required for graduation. The department will waive its comprehensive examination requirement if a satisfactory score is submitted in the Subject (Advanced) Test of the Graduate Record Examination in History.

History students are encouraged to keep in close contact with their faculty advisors. As a general rule, every student should see his or her advisor at least twice a semester. Responsibility for arranging such meetings is shared equally by the student and advisor. If any disagreement should arise between a student and advisor, the student should feel free to discuss the problem with the chairperson of the department.

Student involvement in the running of the department is realized by means of two elected student representatives who participate with a deliberative vote in all departmental meetings. There exists on campus a chapter of Phi Alpha Theta, a national honor history society, for those students who qualify for membership.

ADJUNCT COURSES

In addition to 36 hours of course work in history, the department requires the following adjunct courses be taken by all students with a major in history:

1. For those history students not going to graduate school:

Social science (chosen from anthropology, economics, geography, political science, psychology, or sociology) ..... 9 hours
English/American Literature ..... 6 hours

15 hours

2. For those history students intending to enter graduate school:

Statistics or computer science ..... 3 hours
Social science (chosen from anthropology, economics, geography, political science, psychology, or sociology) ..... 9 hours
Foreign language ..... 6/12 hours

18/24 hours

The determination of what specific courses in the disciplines listed above would be acceptable as meeting these adjunct requirements will be made by the faculty advisor.

3. History students may elect to complete a minor in addition to or in lieu of option 1 or 2 above.

BACHELOR OF ARTS — HISTORY

Freshman		F	S
Major	HIST 0222 122[1] 124[1]	3	3
Foreign Language		3	3
Common Curriculum		6	9
Adjunct		3	0
		15	15
		30	

Sophomore		F	S
Major	HIST 0222 200/201	3	3
Adjunct		3	3
Common Curriculum		6	6
Elective		3	6
		15	18
		33	

Junior		F	S
Major	HIST Electives	3	3
Major	HIST Electives	3	3
Adjunct		3	3
Common Curriculum		6	6
Electives		3	3
		18	18
		36	

Senior		F	S
Major	HIST 0222 400-HIST Elective	3	3
Major	HIST Electives	3	3
Common Curriculum		3	3
Electives		6	6
		15	15
		30	

TOTAL: 129 cr. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design.* Refer to *A&S Common Curriculum* in index for page number.

[1]Either HIST 122 or 124 meets Common Curriculum requirement.

DEPARTMENT OF MATHEMATICAL SCIENCES

Chairman: Duane Randall, Ph.D. *Office:* 540 Monroe Hall
Research Professor: R. T. McLean
*Professors:*Bogdan Czejdo, Duane Randall
Associate Professors: Marc Artzrouni, Antonio Lopez, Jr., Janet Melancon, Stephen Scariano, Ralph Tucci
Assistant Professors: Kenneth Messa, Katarzyna Saxton, Jonathan Shick
Extraordinary Faculty:
Assistant Professor: Yvelyne Germain-McCarthy, Xuefung Li
Instructors: Norma Cannizzaro, Wanda Cullen, Sudha Rangan, Robert Thornton

The Department of Mathematical Sciences offers three undergraduate degree programs — Bachelor of Science in Mathematics, Bachelor of Science in Computer Science and Bachelor of Science in Computer Information Systems. The department also offers Master of Science Teaching degrees in each of the three areas. In the future, the major source of employment for the mathematician and the computer scientist will continue to be industry, business and other analytical fields. Employers will be concerned less about the actual degree than with the diversity of the student's experiences. They will expect more than a superficial knowledge of either mathematics or computer science. They will also expect the student to be experienced in communicating with people such as engineers, managers, and stockholders, whose activity is outside the discipline of the mathematical sciences.

Since individual courses of study are peculiar to each student, a faculty advisor is assigned to a student prior to registration for the first semester. The faculty advisor will endeavor to tailor a particular program for the student with a proper mixture of adjunct and elective courses.

The faculty hold active memberships in a number of professional organizations: the Mathematical Association of America, the American Mathematical Society, the Association for Computing Machinery, the Data Processing Management Association and the American Statistical Association, to name a few. The faculty has been chosen because of their different backgrounds and their ability to make one cohesive department with several degree programs.

MATHEMATICS PROGRAM

There are many reasons for students to choose a major in mathematics. To meet the broad interests of all mathematical scholars, the department offers flexibility in its programs.

The mathematics student is encouraged to obtain as broad an educational experience as possible by selecting elective courses from several other disciplines in such diverse fields as physics, chemistry, economics, computer science, history, sociology, language, biology, psychology, music, English, business administration, and others.

The basic program is designed for the student wishing to have a career where mathematics might be used directly or indirectly, for example, in aeronautics, electronics, marketing, social engineering, opinion analysis, insurance, accounting, automation, management, computer applications, sales, teaching and government operations or research.

Optional programs have been designed to tailor the degree program in mathematics to the needs and interest of individual students. Three options are described below.

The business option is designed to prepare the mathematics student to enter graduate school in the field of business administration and obtain the MBA in one year. The business option requires 135 credit hours including courses in accounting, economics, management, marketing, mathematics and computer science.

The Honors Program is designed to prepare the student for graduate work in mathematics. The Honors Program requires 135 credit hours including 12 hours of a modern foreign language, three hours of philosophy (logic), and selected mathematics courses at the 300 and 400 levels.

The computer science option is designed for the mathematics student who has a strong interest in becoming a "computing scientist." It provides the student with an overview of the computer industry while using the computer as a problem solving tool. The computer science option in mathematics requires 135 credit hours including courses in computer science and mathematics.

Other options in the mathematics program may be tailored to meet the needs of students interested in industrial applied mathematics, biomathematics, mathematical statistics, and the managerial sciences.

BACHELOR OF SCIENCE — MATHEMATICS

Freshman		F	S
Major	MATH 0223 200	0	3
Major	MATH 0223 257-258[1]	3	3
Major	MATH 0223 204	3	0
Adjunct	COSC 0224 210-215	3	3
Common Curriculum	Lower Division	6	9
		15	18
		33	

Sophomore		F	S
Major	MATH 0223 259-310	3	3
Adjunct	PHYS 0234 110-111	5	5
Common Curriculum		6	6
Foreign Language		3	3
		17	17
		34	

[1]Students without the knowledge of trigonometry should take MATH 118 in the summer before their freshman year, or during the fall semester.

Junior		F	S
Major	MATH 0223 340-341	3	3
Major	MATH 0223 400	3	0
Major	MATH 0223 (300 or 400 level)	0	3
Adjunct	COSC 0224-375	3	0
Common Curriculum		3	6
Elective		3	3
		15	15
		30	

Senior		F	S
Major	MATH 0223 410-411	3	3
Major	MATH 0223 (300 or 400 level)	3	0
Common Curriculum		3	3
Electives		7	10
		16	16
TOTAL: 129 cr. hrs.		32	

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to A&S *Common Curriculum* in the index for page number.

COMPUTER SCIENCE PROGRAM

The Bachelor of Science in Computer Science gives the student the capability to grow with the rapidly expanding field of computer science. The program provides a base for learning so that the graduate can keep abreast of the expanding technology for both software and hardware. The courses in the concentration develop, in depth, the theories and techniques of programming and a working knowledge of the interaction of software and hardware beyond program design and analysis to total system design and analysis. The graduate is prepared to enter industry or continue further study.

The use of microcomputers at Loyola is a unique feature of the degree program. Loyola University will continue as an innovator in computer education.

BACHELOR OF SCIENCE — COMPUTER SCIENCE

Freshman		F	S
Major	COSC 0224 210-215	3	3
Adjunct	PHIL 0233 206	0	3
Adjunct	MATH 0223 204-203	3	3
Common Curriculum		9	6
		15	15
		30	

Sophomore		F	S
Major	COSC 0224 225-260	3	3
Major	COSC 0224 275	0	3
Adjunct	MATH 0223 257-258[1]	3	3
Common Curriculum		6	6
Foreign Language		3	3
		15	18
		33	

Junior		F	S
Major	COSC 0224 360-375	3	3
Major	COSC 0224 (370-400 level)	3	3
Adjunct	MATH 0223 241-242	3	3
Common Curriculum		6	6
Electives		3	3
		18	18
		36	

Senior		F	S
Major	COSC 0224 (400 level)	6	3
Common Curriculum		3	3
Electives		6	8
		15	14
TOTAL: 128 cr. hrs.		29	

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in the index for page number.

COMPUTER INFORMATION SYSTEMS PROGRAM

The degree program leading to the Bachelor of Science in Computer Information Systems is designed to prepare the graduate for a role in the areas of industry, business, or government services where the broad liberal arts foundation is essential. The courses provide understanding and facility with application systems, and some appreciation of hardware in total systems is included.

The microcomputer serve a unique role in this program as it does in computer science.

A secondary emphasis is available in various academic disciplines where computer applications are common. Appropriate courses may be planned with an advisor. The following program has a secondary emphasis in business. Those students in this program planning to go into fields of application other than business, such as social sciences, would have other courses more relevant to that field in place of the (*) courses.

[1]Students without the knowledge of trigonometry should take MATH 118 in the summer before their freshman year, or during the fall semester.

BACHELOR OF SCIENCE—
COMPUTER INFORMATION SYSTEMS

Freshman		F	S
Major	COSC 0224 210-215	3	3
Adjunct	MATH 0223 204-203	3	3
Adjunct	PHIL 0233 206	0	3
Common Curriculum		9	6
		15	15
			30

Sophomore		F	S
Major	COSC 0224 225-260	3	3
Major	COSC 0224 275	0	3
Foreign Language		3	3
Adjunct	MATH 0223 257	3	0
Common Curriculum		6	6
Electives		3	0
		18	15
			33

Junior		F	S
Major	COSC 0224 350-430	3	3
Major	*ACCT 0301 100-101	3	3
Adjunct	MATH 0223 241-242	3	3
Common Curriculum		6	6
Electives		3	3
		18	18
			36

Senior		F	S
Major	COSC 0224 (300-400 level)	3	3
Major	ECON 0303 200-201	3	3
Adjunct	*MGT 0305 300	0	3
Common Curriculum		3	3
Electives		6	2
		15	14
			29

TOTAL: 128 cr. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to A&S *Common Curriculum* in the index for page number.

*See discussion in paragraph preceding this chart.

DEPARTMENT OF MODERN FOREIGN LANGUAGES AND LITERATURES

Chairperson: Thomas L. Zamparelli, Ph.D. *Office:* 309 Bobet Hall
Associate Professors: Robert Dewell, Cassandra Mabe, Claire Paolini, Peter Rogers, S.J., Thomas Zamparelli
Assistant Professors: Blanca Anderson, Eileen Doll, Josefa Salmón
Instructor: Brittain Smith
Extraordinary Faculty:
Lecturer: Ingrid Hasselbach

The Department of Modern Foreign Languages offers degree programs in French, German and Spanish, and a cooperative degree program with Tulane University in Russian. These programs are designed to train students not only in the target language, but also in the culture of those countries where the language is spoken.

The minimum requirements for our degree programs are as follows:

1. Thirty-six hours of course work in the target language, of which an absolute minimum of 24 hours must be at the 300 level. However, regardless of placement, students must complete a minimum of 30 hours in the major language.
2. All students whose major is in a foreign language and who are not working toward teacher certification are required to demonstrate a 300 level competency in a second foreign language.
3. Students are encouraged to complement their language study with courses in areas such as history and culture of the countries where the target language is spoken, world literature not of the target language, linguistics, international economics and political relations and language teaching methodology.

BACHELOR OF ARTS — MODERN FOREIGN LANGUAGES

Freshman		F	S
Major	100-101 of language	3	3
Elective		3	3
Common Curriculum		9	9
		15	15
		30	

Sophomore		F	S
Major	200-201 of language	3	3
Adjunct	second language 100-101	3	3
Common Curriculum		6	6
Elective		6	3
		18	15
		33	

Junior		F	S
Major	300 level	6	6
Adjunct	second language 200-201	3	3
Common Curriculum		6	6
Electives		3	3
		18	18
		36	

Senior		F	S
Major	300 level of language	6	6
Adjunct	second language 300	3	0
Electives		3	6
Common Curriculum		3	3
		15	15
		30	

TOTAL: 129 cr. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF PHILOSOPHY

Chairman: Alvin J. Holloway, S.J., Ph.D. *Office:* 442 Bobet Hall
Professors: Patrick Bourgeois, Henry Folse, Gary Herbert, Sandra Rosenthal
Associate Professors: David Boileau, Alvin Holloway, S.J., Constance Mui, Stephen Rowntree, S.J., Frank Schalow, James Watson
Assistant Professors: Francis Coolidge
Extraordinary Faculty:
Associate Professor: John Stacer, S.J.

Philosophy has a unique role to play in any liberal arts curriculum. It is a discipline which challenges students both to reflect on their own biases and presuppositions and to put order into their thoughts. Philosophy also teaches the student to criticize the beliefs and presuppositions of other scientific disciplines. The philosopher declares any existing scientific methodology fair game for critical probing. The philosopher reflects on human experience in its most general aspects and seeks for meanings and connections that elude more specialized or less reflective disciplines.

The student of philosophy confronts human values precisely as values. He or she probes the basis of ethical judgment and subjects ethical criteria to personal critical evaluation.

Philosophy provides the student with the critical apparatus needed to live reflectively in a pluralistic society.

Overspecialization in education dulls the student's sense of possibilities beyond the narrow scope of a limited specialized field. It sacrifices the persons to social functions. By alerting the students to the dangers of overspecialization, philosophy liberates and humanizes them.

Although philosophy is an autonomous discipline and independent of theology, philosophers have often raised the questions which most preoccupy theologians. And creative philosophers have in every age provided the vocabulary for innovative theological thought.

In a word, philosophy is an indispensable part of any liberal arts curriculum. It provides a unique stimulus to thought and to reflections upon human experience.

The following courses are required for students whose major is philosophy: logic, epistemology, metaphysics, ethics, ancient philosophy, medieval philosophy, modern philosophy, and contemporary philosophy. These courses are offered every other year. The normal requirements in credit hours for a concentration in philosophy are 30 to 33 hours. Philosophy electives suitable for the concentration are offered on a continuing rotational basis.

BACHELOR OF ARTS — PHILOSOPHY

Freshman		F	S
Major	PHIL 206-405[1]	3	3
Foreign Language[2]		3	3
Common Curriculum		9	9
		15	15
		30	

Sophomore		F	S
Major	PHIL 210-400	3	3
Adjunct		3	3
Common Curriculum		6	6
Electives		3	6
		15	18
		33	

Junior		F	S
Major	PHIL 215-Contemp. and 220-410	6	6
Common Curriculum		6	6
Adjunct		3	3
Electives		3	2
		18	17
		35	

Senior		F	S
Major	PHIL	3	3
Common Curriculum		3	3
Electives		9	9
		15	15
		30	

TOTAL: 128 cr. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design.* Refer to *A&S Common Curriculum* in index for page number.

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[1]Sequence of courses in the major to be determined by advisor.

[2]Students who wish to be recommended for graduate studies in philosophy must either manifest a reading knowledge in a foreign language or successfully complete 12 credit hours in one of the following: Greek, Latin, German, French, or Russian.

DEPARTMENT OF PHYSICS

Chairman: Creston A. King, Jr., Ph.D. *Office:* 453 Monroe Hall
Professors: Carl Brans, William W. Eidson
Associate Professors: James C. Carter, S.J., Henry Garon, David Keiffer, Jr., Creston King, A. Ransom Marlow, S.J.

The department is dedicated to the training of undergraduates and to the preparation of our students for advanced studies. In designing the program we have taken into account the fact that a thorough understanding of the fundamental laws of nature and of the mathematical and experimental methods used in physics provide a solid background for graduate studies not only in physics but also in many other disciplines. The curriculum is quite flexible and adaptable to the individual interest of the student. The electives in the third and fourth years present an opportunity to the student to prepare for further study in areas such as oceanography, meteorology, computer science, technical management, science teaching, and medical physics.

The department's facilities, located in Loyola's Monroe Hall, are outstanding. Students are encouraged to participate in faculty research and in the undergraduate research participation program. This opportunity to work closely with the faculty using the sophisticated equipment of modern physics is one of the features of the department.

Without department approval, courses may not be taken out of sequence.

Departmental Comprehensive: All seniors must pass written and oral comprehensive examinations. A passing grade in the written comprehensive is obtained by scoring at or above the 50th percentile as determined by the Educational Testing Service statistics provided with the score reports in the Major Field Achievement Test (MFAT) and a pass on the departmental oral. With faculty permission, a student may do a senior research project instead of the MFAT requirement.

The degree B.S. Physics will be awarded to those students who complete all university and departmental requirements. The degree B.S. Physics (Honors) will be granted to those students who have satisfied the requirements for B.S. Physics, obtain a grade point average of 3.0 or better in physics and math and complete a thesis based on their senior year research.

BACHELOR OF SCIENCE — PHYSICS

Freshman		F	S
Major	PHYS 0234 200-200	0	1
Major	PHYS 0234 110-111	5	5
Major	PHYS 0234 119	0	1
Major	PHYS 0234-117*	0	3
Adjunct	MATH 0223 257-258	3	3
Common Curriculum		6	6
		14	19
		33	

Sophomore		F	S
Major	PHYS 0234 200-200	0	1
Major	PHYS 0234 230-231	3	3
Major	PHYS 0234 228-410	3	3
Adjunct	MATH 0223 259*-310*	3	3
Common Curriculum		6	3
Foreign Language		3	3
		18	16
		34	

Junior		F	S
Major	PHYS 0234 200-200	0	1
Major	PHYS 0234 220-225	3	3
Major	PHYS 0234 300-301	3	3
Major	PHYS 0234 440-441	2	2
Major	PHYS 0234-335*	3	0
Common Curriculum		6	6
		17	15
		32	

Senior		F	S
Major	PHYS 0234 200-200	0	1
Major	PHYS 0234 400	3	0
Common Curriculum		6	6
Electives		6	7
		15	14
		29	

TOTAL: 128 cr. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

Engineering: Loyola students may acquire their pre-engineering training at Loyola and then complete their engineering studies at another accredited university. Upon successful completion of these two programs, the student will receive a Bachelor of Science from Loyola and a Bachelor of Science in his or her selected field of engineering at the other accredited university. Upon successful completion of pre-engineering studies at Loyola, the student will transfer to an accredited engineering schools. Residency at the engineering institution will normally be for an additional two years in the field selected from aerospace, chemical, civil, electrical, engineering science, industrial, mechanical, metallurgical or nuclear engineering. Loyola presently has a "3-2" agreement with Tulane University's School of Engineering.

*Or equivalent

BACHELOR OF SCIENCE — PHYSICS WITH PRE-ENGINEERING OPTION

Freshman		F	S
Major	PHYS 0234 200-200	0	1
Major	PHYS 0234 110-111	5	5
Major	PHYS 0234 119	0	1
Adjunct	MATH 0223 257-258	3	3
Major	PHYS 0234-117*	0	3
Common Curriculum		9	3
		17	16
		33	

Summer	
Foreign Language	6

Sophomore		F	S
Major	PHYS 0234 200-200	0	1
Major	PHYS 0234 230-231	3	3
Major	PHYS 0234 228	3	0
Major	PHYS 0234 410	0	3
Adjunct	MATH 0223 259*-310*	3	3
Adjunct	CHEM 0202 105-106	3	3
Adjunct	CHEM 0202 107-108	1	1
Common Curriculum		3	3
		16	17
		33	

Junior		F	S
Major	PHYS 0234 200-200	0	1
Major	PHYS 0234 220-225	3	3
Major	PHYS 0234 300-301	3	3
Major	PHYS 0234 440-441	2	2
Major	PHYS 0234 335*	3	0
Common Curriculum		6	6
		17	15
TOTAL: 104 cr. hrs.		32	

Those students in chemical engineering will take one semester of organic chemistry and one semester of analytical chemistry.

*Or equivalent

DEPARTMENT OF POLITICAL SCIENCE

Chairman: Philip Dynia, Ph.D. *Office:* 537-G Monroe Hall
Professor: S. J. Makielski, Jr.
Associate Professors: Conrad Raabe, Edward Renwick
Assistant Professors: Philip Dynia, Eric Gorham, Mary Troy Johnston

We offer the basic elements of an undergraduate political science program to all our students. With this education many of our graduates go on to law school or graduate school. Some pursue positions with corporations or in the federal, state, and municipal civil services. A few graduates embark directly on a career in politics.

A major in political science requires a 33-hour concentration in the subject. These hours are distributed over the following areas: American Government and Constitution (nine hours), Comparative Government (six hours), Political Theory (six hours), International Relations (three hours) and advanced electives (nine hours). A minor in political science requires 21 hours, made up of three hours each in American Government, Comparative Government, History of Political Thought and International Relations, plus nine additional hours of advanced electives.

The political science curriculum is designed to give the student a general knowledge of the discipline, the problems it deals with, and the development of human knowledge and values about political matters. When coupled with the common curriculum and a wise use of adjunct and elective hours, the student will gain a broad educational background both for career and for a full personal and social life in this rapidly changing world.

The department assigns advisors to ensure that every student gets personal attention. During the first year at Loyola, students take only introductory political science courses, giving them a chance to experience the major from the ground up - and to become accustomed to college life. Advisers are always willing to help with information concerning the most beneficial courses.

Periodically, the department offers seminars in foreign policy, American government and other topics of particular interest to undergraduates. Participation in independent study is encouraged; it is a fine opportunity to explore personal ideas. In addition to research and independent study courses, internships at local government agencies are offered.

Because of the tradition at Loyola which produces many of the politicians of the area, we have a special interest in urban and state politics, particularly New Orleans and Louisiana politics. In 1967 the Institute of Politics was established. It is an extension service to train people, mostly young professionals, in the realities of political life with a view toward encouraging them to undertake a political career. The Political Science Department nominates certain outstanding undergraduates to be associated fellows in the institute program.

Loyola University is also affiliated with the Washington Semester Program at American University in Washington, D.C. This program allows the student to spend a semester in our nation's capital, taking courses but also doing intern work in private or governmental agencies. The student can earn up to 18 hours of credit for this semester.

BACHELOR OF ARTS — POLITICAL SCIENCE

Freshman		F	S
Major	POLS 0235 100-Elective	3	3
Foreign Language		3	3
Common Curriculum		9	9
		15	15
		30	

Sophomore		F	S
Major	POLS 0235 200/201; 230-231	6	6
Adjunct		3	3
Common Curriculum		6	6
Electives		3	3
		18	18
		36	

Junior		F	S
Major	POLS 0235 300/301; 315	6	3
Adjunct		3	3
Common Curriculum		6	6
Electives		3	3
		18	15
		33	

Senior		F	S
Major	POLS 0235 Electives	3	3
Common Curriculum		3	3
Adjunct		3	0
Electives		6	8
		15	14
TOTAL: 128 cr. hrs.		29	

Specific common curriculum requirements are given in the beginning of the chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF PSYCHOLOGY

Chairman: Glenn M. Hymel, Ed.D. *Office:* 444B Monroe Hall
Professors: Paddy A. Doll, Edwina D. Frank, K.W. Jacobs, Janet R. Matthews
Associate Professors: Gerald S. Clack, Glenn M. Hymel, Evan L. Zucker
Assistant Professors: Mary M. Brazier, Susan M. Heidenreich

Today psychology plays an important part in the background that every well educated person should have. For this reason the department emphasizes the contribution that psychology can make to the liberal education of all students. At the same time the departmental program is designed to provide a thorough base of knowledge and skills for those students who are preparing to enter graduate study with the goal of becoming professional psychologists as well as those desiring a terminal degree in psychology without plans for graduate education.

During the 1984-85 academic year the department designed a formal degree program in which the student can major in psychology and simultaneously complete the course requirements expected for admission to medical schools.

Since the undergraduates who participate in the psychology program have a rich variety of goals, the department makes a conscious aim to individualize both the learning process and the curriculum of instruction. When a student enters the department, he or she is assigned to a faculty advisor who remains the advisor until the student graduates.

The Psychology Department offers courses in a variety of formats for students whose area of concentration is not psychology. These courses are designed to help students in other fields become intelligent "consumers" of psychology in the modern world. These courses may not be counted toward degree requirements in psychology.

The bachelor's degree program leading to the B.A. in Psychology consists of two rather different parts: 1) the subcurriculum, and 2) the upper division program.

Beginning and transfer students enter the subcurriculum where they master the basic fundamentals needed for further work.

Higher level instruction for psychology students is done with heavy reliance on close work with a faculty advisor who directs the student in the choice of areas of study and adjunct courses designed with the goals and hopes of the individual student in mind. This permits maximum flexibility in the planning and efficient carrying out of a truly personalized undergraduate education.

REQUIREMENTS FOR DEGREE PROGRAM IN PSYCHOLOGY

Total hours in psychology are 33, divided as follows:

1. Subcurriculum *12 hours*

   The following courses are to be completed during the freshman and sophomore years. These courses often serve, on an individual basis, as prerequisites for Upper Division courses.

   a. Introduction to Psychology 3 hours
   b. History of Psychology 3 hours
   c. Introduction to Research 3 hours
   d. Statistics and Methods 3 hours

2. Upper Division Work *21 hours*

Working in close consultation with the faculty advisor, the student selects an additional 21 hours from the 300 and 400 level departmental offerings. The goal of upper division work is to prepare each individual in the best way possible to achieve the goals and objectives he or she has selected.

Adjunct Courses

The department maintains no set list of required adjuncts. Each student selects with his or her advisor an appropriate set of adjuncts which will maximize preparation for achieving his or her own goals.

Departmental Comprehensive Examination: Completion of the Graduate Record Examination Subject Test in Psychology, followed by a written departmental comprehensive examination, are required for graduation. The department will waive its written comprehensive examination requirement if a scaled score of 470 is submitted on the GRE Psychology Test. Information on both comprehensive examinations and the criterion score on the departmental comprehensive are available from the chairperson.

BACHELOR OF ARTS — PSYCHOLOGY

Freshman		F	S
Major	PSYC 0236 100-110	3	3
Foreign Language		3	3
Common Curriculum		9	9
		15	15
		30	

Sophomore		F	S
Major	PSYC 0236 200-205	3	3
Adjunct	Consult Advisor	3	3
Common Curriculum		6	6
Electives		3	3
		15	15
		30	

Junior		F	S
Major	Upper Division Courses	6	6
Adjunct	Consult Advisor	3	3
Common Curriculum		6	6
Electives		3	3
		18	18
		36	

Senior		F	S
Major	Upper Division Courses	6	3
Adjunct		6	3
Common Curriculum		3	3
Electives		3	6
		18	15
TOTAL: 129 cr. hrs.		33	

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design.* Refer to *A&S Common Curriculum* in index for page number.

BACHELOR OF ARTS — PSYCHOLOGY/PRE-MEDICAL PROGRAM

Freshman		F	S
Major	PSYC 0236 100-110	3	3
Adjunct	BIOL 0201 104-201	4	3
Adjunct	CHEM 0202 105/7-106/8	4	4
Adjunct	MATH 0223 257	3	0
Adjunct	MATH 0223 258 or COSC 0224-106 or COSC 0224-210 or PSYC 0236-305	0	3
Common Curriculum	ENGL 0276 122-HIST 0222 122	3	3
		17	16
		33	

Sophomore		F	S
Major	PSYC 0236 200-205	3	3
Major	PSYC 0236 Upper Division Elective	0	3
Adjunct	CHEM 0202 300-301	3	3
Adjunct	CHEM 0202 305	0	2
Adjunct	PHYS 0234 115-116	4	4
Common Curriculum	RELS 0238 122-PHIL 0233-122	3	3
Common Curriculum	ENGL 0276 125	3	0
Common Curriculum	Advanced	3	0
		19	18
		37	

Junior		F	S
Major	PSYC 0236 Upper Division Elective	6	6
Adjunct	BIOL 0201 203-BIOL 202 or 204	3	1
Common Curriculum	ENGL Elective-Comm Cur Advanced	3	3
Foreign Language		3	3
Electives		0	5
		15	18
		33	

Senior		F	S
Major	PSYC 0236 Elective	6	0
Adjunct	BIOL 0201 Elective or BIOL 200	4	0
Common Curriculum	Advanced	6	9
Elective		0	6
		16	15
		31	

TOTAL: 134 cr. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF RELIGIOUS STUDIES

Chairman: James Gaffney, S.T.D. *Office:* 409 Bobet Hall
Professors: James Gaffney, Robert Gnuse, Dennis Janz, Earl Richard, Daniel Sheridan
*Professor Emeritus:*C.J. McNaspy, S.J.
Associate Professors: Stephen J. Duffy, Gerald Fagin, S.J., Vernon Gregson, Kenneth Keulman
Associate Professor Emerita: Fara Impastato, O.P.
Assistant Professors: Tiina Allik, Thomas Smith, Catherine Wessinger
Extraordinary Faculty:
Lecturers: Murray Blackman, Mary Ann Sheridan

The academic study of religion is pursued in a spirit of free intellectual inquiry. The immediate concern of the religious studies program is to achieve an understanding of the person as a religious believer and of the impact of religion upon human existence. This means that religion is reflected upon as a force that has shaped and been shaped by social, political, scientific, and ethical concerns. Since Loyola is a Catholic university, these studies are undertaken from within the perspective of the Catholic tradition. The Department of Religious Studies is ecumenical both in the composition of its faculty and in its outlook.

Students electing religious studies as a major are assigned a faculty advisor in the department. They are required to complete 36 credit hours of religious studies. Students are required to take these seven courses: Introduction to Religious Studies, Old Testament as Literature, New Testament as Literature, Christian Ethics, Early Christian Thought, Medieval Christian Thought, Reformation and Counter-Reformation. An adjunct, preferably in philosophy, history, sociology, or psychology is to be determined by the student and the advisor. Students are strongly urged to complete 12 hours of a foreign language.

The department offers some undergraduate/graduate cross listed courses. If any of these courses are taken as an undergraduate, the graduate version may not later be taken for credit at Loyola toward a graduate degree.

Departmental Comprehensive: Seniors must complete a research project or take a comprehensive examination. The comprehensive examination consists of a written or oral examination on a list of topics selected by the student's advisor. The topics are based on the courses the student has taken.

BACHELOR OF ARTS — RELIGIOUS STUDIES

Freshman		**F**	**S**
Major	RELS 0238 122	3	0
Major	RELS 0238 142-149-147	3	6
Common Curriculum		6	6
Foreign Language		3	3
		15	15
			30

Sophomore		**F**	**S**
Major	RELS 0238 200-201	3	3
Major	RELS 0238 Elective	3	0
Adjunct		3	6
Common Curriculum		9	6
		18	15
			33

Junior		**F**	**S**
Major	RELS 0238 202-Electives	6	3
Adjunct		3	3
Common Curriculum		6	6
Electives		3	6
		18	18
			36

Senior		**F**	**S**
Major	RELS 0238 Electives	6	3
Common Curriculum		3	3
Electives		6	9
		15	15
			30

TOTAL: 129 cr. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF SOCIOLOGY

Chairwoman: Lydia Voigt, Ph.D. *Office:* 537 Monroe Hall
*Professor:*Lydia Voigt
Professor Emeritus: Joseph Fichter, S.J.
Associate Professors: Anthony Ladd, Jerrol Seaman, Sally Seaman
Assistant Professor: Dennis Kalob
Extraordinary Faculty:
Assistant Professor: William Canak

Sociology is a behavioral science that studies people as they relate to one another in their daily lives, in families and clubs and at work, in the community and the church. Sociological knowledge is basic to rational normal behavior in all forms of social contexts: civic responsibilities, professional and occupational duties, family relations. Whatever study one selects, it will presuppose a working competence in human relations whether in business or professions, in government or the church. Accordingly, the Department of Sociology offers substantive courses for students in all the majors in which the university grants the bachelor's degree.

The student who earns the B.A. degree in sociology is prepared to enter graduate or professional school to work for a higher academic or professional degree. Thorough undergraduate training in sociology provides the basis for both vocational and general life purposes, especially for careers in the helping professions where a solid background in the social sciences is expected or preferred.

REQUIRED COURSES

The degree program in sociology consists of 35 credit hours of sociology courses, with Introduction to Sociology, Sociological Theory, Development of Social Thought, Statistics, and Research Methods required. These required courses and others which make up the 20 credit hours of required courses in the degree program are designed to acquaint the student with the social forces and processes which shape contemporary society, and also to provide a thorough foundation in major sociological concepts, theories, and research techniques. In addition, all students are required to complete a Field Practicum course, where they are expected to apply sociological knowledge while carrying out an independent research project or assisting in the delivery of needed social services in the local community.

ELECTIVE COURSES IN THE MAJOR

In addition to required courses which provide a firm foundation in the fundamentals of sociology, the department offers a variety of other courses of interest to all undergraduate students. For example, courses dealing with social and environmental problems, minority relations, social change, social policy, industrial patterns and problems, Third World development and political economy, family life, and criminology are of interest to all of us by virtue of our participation in society. To round-out the degree program, each sociology student, in consultation with his or her academic advisor, will select a set of five elective courses in sociology (15 credit hours) which best meet his or her particular interests or needs.

ADJUNCT COURSES

An adjunct course is defined as any course in related or allied fields which rounds-out or otherwise complements or broadens the subject matter of the major. Adjunct courses for sociology students vary depending upon the desired area of concentration within the field of sociology. Presently, the department provides, in

connection with recommended courses in other departments, concentrated studies in the following areas: criminal justice, criminology, social policy and social action, pre-legal studies, urban studies, and clinical sociology. Students wishing to concentrate their studies in one or another of these areas should consult with the sociology faculty for information and advising. A total of 15 credit hours of adjunct courses are required.

MINOR

For those who wish to pursue another area of study as their primary major, the curriculum of the sociology program can serve as an adaptable and attractive minor (22 credit hours) or even as a double major. Increasing numbers of students are combining their interests in this way, especially as it expands their skills and employability. Typical "blending" here occurs with fields of psychology, political science, communications, history, religious studies and business.

DEPARTMENTAL EMPHASIS

The Department of Sociology continues to make a special effort to acquaint students with the New Orleans urban region and to commit the resources of students and faculty alike in finding solutions to the social problems of this area.

BACHELOR OF ARTS — SOCIOLOGY

Freshman		F	S
Major	SOCI 0239 100-SOCI Elective	3	3
Foreign Language		3	3
Common Curriculum	MATH 115	3	0
Common Curriculum		6	9
		15	15
		30	

Sophomore		F	S
Major	SOCI 0239 335, 336	4	4
Adjunct		3	3
Common Curriculum		6	6
Electives		6	6
		19	19
		38	

Junior		F	S
Major	SOCI 0239 140, 345	3	3
Major		3	0
Adjunct		3	3
Common Curriculum		6	6
Electives		0	3
		15	15
		30	

Senior		F	S
Major	SOCI Electives- SOCI 0239 497	6	6
Common Curriculum		3	3
Adjunct		3	0
Electives		3	6
		15	15
TOTAL: 128 cr. hrs.		30	

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF VISUAL ARTS

Chairman: William M. Grote, M.F.A. *Office:* 119 St. Mary's Hall
Associate Professor Emeritus: Bro. Gebhard Fröhlich, S.J.
Associate Professors: Ignatius D'Aquila, William M. Grote, W. Steve Rucker
Assistant Professors: Hasmig Brewster-Vartanian, William Kitchens, Carol Leake
Extraordinary Faculty:
Lecturer: Ed Biggs

The Visual Arts Department offers three different degrees: the Bachelor of Fine Arts (B.F.A.), the Bachelor of Arts/Studio (B.A.), and the Bachelor of Arts/Graphics (B.A.).

A portfolio is required for admission into the Visual Arts programs for both freshmen and transfer students. Transfer students must also submit a letter of reference from a previous art instructor. Date for scholarship consideration for freshmen is February 15.

The faculty in the Department of Visual Arts teaches and guides students toward the appreciation and experience of creativity in the visual arts. The faculty attempts to let the students become aware of creative abilities, both in themselves through work in the studio and in others through exposure to the cultural achievements of different people and times. This helps them towards the emergence of their individual personality, their own creative talents, and a deeper commitment towards the continuing contributions to the cultural fabric.

The portfolio will be used as the final determining factor for all transfer credits in the major. All freshmen enrolled in any of the three majors will begin with the same basic courses. Two semesters of Art History are required in conjunction with these courses. Art foundations and beginning drawing introduce the student to the rediscovery of color and shape, of point and line. After adequate familiarity with materials and introduction to design, advanced students are encouraged to tackle problems using new materials. Painting, drawing, printmaking, photography, sculpture, and ceramics provide experience with new dimensions.

Aesthetic, psychological and historical approaches are important for art students. Advanced classes in art history and aesthetics address these aspects. Art history allows for both survey of and concentration in periods with an effort to provide a comprehensive knowledge of the artistic achievements of the past and present and their significance today. Students eager to pursue art history have, in addition to Loyola's own library resources, several nearby art libraries convenient to the campus. Private and public libraries in New Orleans make the study of art at Loyola more rewarding and meaningful. Internships at the New Orleans Museum of Art and at other galleries are available.

The Visual Arts/Graphics Arts major is designed to provide a broad understanding and familiarity with many skills — such as publication design, advertising design, illustration, photography, television, film, packaging and display — just to name a few.

The graphics freshman concentrates on general art skills which are translated into specific design and illustration problems in the sophomore year. Students in their third year develop their special strengths and reach for a more comprehensive understanding of procedures in designing, illustrating, and producing print and television graphics. Seniors are allowed independent study which sponsors internship training. This program provides a significant bridge between school and professional practice.

Department Comprehensive: For the B.F.A. and B.A. in studio, each student must successfully complete six semester hours of VISA 450/451 Senior Show. For our B.A. in Graphic Arts, VISA 462 -Senior Design Studio and 466 - Final Project/ Graphics serve as the Graphics departmental comprehensive examination.

Sophomore, Junior and Senior students must participate in annual portfolio reviews with all Visual Arts faculty.

BACHELOR OF FINE ARTS — VISUAL ARTS

Freshman		F	S
Major	VISA 0241 102-103	6	6
Adjunct	VISA 0241 210-211	3	3
Common Curriculum		9	9
		18	18
		36	

Sophomore		F	S
Major	VISA 0241 200, 201, 230, 320	6	6
Major	VISA 0241 240, 249, 250	6	3
Adjunct	VISA 0241 430	0	3
Common Curriculum		6	6
		18	18
		36	

Junior		F	S
Major	VISA 0241 350, area of concentration	9	6
Common Curriculum		6	6
Foreign Language		3	3
Elective		0	3
		18	18
		36	

Senior		F	S
Major	VISA 0241 450-451, area of concentration	9	6
Common Curriculum		3	3
Elective		0	3
		12	12
		24	

TOTAL: 132 cr. hrs.

BACHELOR OF ARTS — VISUAL ARTS/STUDIO

Freshman		F	S
Major	VISA 0241 102-103	6	6
Adjunct	VISA 0241 210-211	3	3
Common Curriculum		9	9
		18	18
		36	

Sophomore		F	S
Major	VISA 0241 200-201 or 260-261	3	3
Major	VISA 0241 230-320	3	3
Major	VISA 0241 240-250	3	3
Common Curriculum		3	3

Foreign Language		3	3
		15	15
			30

Junior		**F**	**S**
Major	Area of concentration[1]/350	3	3
Major	VISA 0241 350-Secondary area[1]	3	3
Common Curriculum		6	6
Elective		3	3
Elective		1	1
		16	16
			32

Senior		**F**	**S**
Major	VISA 0241 450-450	3	3
Common Curriculum		6	6
Electives		6	6
		15	15
TOTAL: 128 cr. hrs.			30

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

[1]At the conclusion of the sophomore year, students will be evaluated and required to choose an area of concentration (e.g. painting, sculpture, etc.) and a secondary area of concentration.

BACHELOR OF ARTS — VISUAL ARTS/GRAPHIC ARTS

Freshman		F	S
Major	VISA 0241 102-103	6	6
Adjunct	VISA 0241 210-211	3	3
Common Curriculum		9	9
		18	18
			36

Sophomore		F	S
Major	VISA 0241 260-261 or 200-201	3	3
Major	VISA 0241 230-240	3	3
Major	VISA 0241 270, 370	3	3
Common Curriculum		3	3
Foreign Language		3	3
		15	15
			30

Junior		F	S
Major	VISA 0241 371-249	3	3
Major	VISA 0241 271, 372	3	3
Common Curriculum		6	6
Elective		3	3
Elective		1	1
		16	16
			32

Senior		F	S
Major	VISA 0241 462-466	3	3
Common Curriculum		6	6
Electives		6	6
		15	15
TOTAL: 128 cr. hrs.			30

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design.* Refer to *A&S Common Curriculum* in index for page number.

For descriptions of communications courses, refer to *Communications Courses* in index.

EARLY LAW ADMISSIONS

Students who intend to enroll in the Loyola Law School are strongly urged to complete an undergraduate degree first because the law school prefers students who have completed four years of undergraduate work. However, the College of Arts and Sciences, along with the Law School, offers the combined pre-legal degree program. This program is designed to give the student a bachelor's degree after three years of exceedingly good work in A&S and one year in the School of Law.

Academic advising for students who desire to follow this program is available through the departments of English, history, modern foreign languages, philosophy, political science, psychology, and sociology.

PRE-LEGAL PROGRAM — COMBINED DEGREE

This is a sample program. Hours in major, adjunct and elective areas may vary slightly depending on the area of concentration selected. The Common Curriculum requirement is the same for all departments.

The departmental comprehensive in the major must be taken if required by the student's major department.

Freshman	F	S
Major	3	3
Foreign Language	3	3
Common Curriculum	9	9
	15	15
	30	

Sophomore	F	S
Major	6	6
Adjunct	3	3
Common Curriculum	9	9
	18	18
	36	

Junior	F	S
Major	6	6
Adjunct	3	0
Common Curriculum	6	6
Electives	2	3
	17	15
	32	

Senior	F	S
Electives (taken in School of Law)	15	15
	30	

TOTAL:	Arts and Sciences	98 cr. hrs.
	School of Law	30 cr. hrs.
		128 cr. hrs.

JOSEPH A. BUTT, S.J., COLLEGE OF BUSINESS ADMINISTRATION

Dean: J. Randolph New, Ph.D. *Office:* 301 Miller Hall
Associate Deans: Jerry W. Dauterive, Ph.D., A. Michael Sibley, Ph.D.
Professors: Jesse T. Barfield, Rogene Buchholz, Jerry Hood, J. Randolph New, Ernest Nordtvedt, A. Michael Sibley
*Associate Professors:*Karen Arnold, William Barnett, James H. Baskett, Lloyd Brandt, John E. Brockhoeft, Ronald C. Christner, Michael Dalton, Jerry Dauterive, Donald Dozier, Caroline Fisher, Robert Glover, Clyde Jenkins, Shu-Jan Liang, C. Lee Mundell, Margaret A. Paranilam, Cecily Raiborn, Michael T. Saliba II, Elizabeth A. Weymann, J. Stuart Wood
Assistant Professors: Deborah Walker, Wing Fok, Ruby Ramirez
Executive Education Director: Nancy F. James, Ph.D.
Small Business Development Center Director: Ronald H. Schroeder, Ph.D.

The college, founded in 1947, is accredited at both the undergraduate and graduate levels by the American Assembly of Collegiate Schools of Business and the Southern Association of Colleges and Schools.

It holds membership in the American Association of Colleges and Secondary Schools, Association of American Colleges, Jesuit Educational Association, National Catholic Educational Association, Southern Association of Colleges and Schools, the Southern Business Administration Association, and the Southwestern Business Administration Association.

DEGREES

BACHELOR OF BUSINESS ADMINISTRATION (BBA) with majors in accounting, economics, finance, general business, international business, management, and marketing.

MASTER OF BUSINESS ADMINISTRATION (MBA)

MASTER OF BUSINESS ADMINISTRATION/JURIS DOCTOR(MBA/JD)

OTHER PROGRAMS are double majors; minors in various non-business disciplines offered by the university; and minors in business administration, in economics, and in marketing for non-business students.

The accounting major is offered both day and evening. The economics, finance, international business, management, and marketing majors are offered only during the day. The general business major is offered only at night. The MBA degree is offered only at night. The minor in business administration is offered day and night; the minors in economics and in marketing are offered only during the day.

OBJECTIVES

The principal objective of the College of Business Administration is to provide students with a well-rounded education which includes a foundation in the liberal arts and sciences and a study of the art and science of management and administration. The curriculum is designed to prepare the student for responsible citizenship and leadership roles in business and society — domestic and worldwide. Emphasis is

placed on the fact that management and administration education is not limited to organizational techniques but is, in the broadest sense, education for management responsibility and service to society.

Undergraduate programs concentrate the first two years in a broad liberal arts and sciences curriculum. In the junior and senior years, students are exposed to professional courses designed to provide a common body of knowledge in business administration including: (1) a background of the concepts, processes and institutions in the production and marketing of goods and/or services and the financing of the business enterprise or other forms of organizations; (2) a background of the economic and legal environment as it pertains to profit and/or nonprofit organizations along with ethical considerations and social and political influences as they affect such organizations; (3) a basic understanding of the concepts and applications of accounting, of quantitative methods, and of management information systems, including computer applications; (4) a study of organization theory, behavior, and interpersonal communications; (5) a study of administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.

CREDIT FROM OTHER INSTITUTIONS

Credit may be granted for work successfully completed at accredited institutions of higher learning. Transfer credits acceptable for admission purposes shall be valid for degree credit in the college only to the extent to which they represent courses acceptable in the curriculum of the college.

The college will not accept transfer credit for any course in which a grade lower than C has been received. Credit will not be allowed for business courses completed at the freshman-sophomore level at another college or university that are offered at the junior or senior level in this college.

After matriculating at Loyola, students wishing to take courses at another school must receive permission from the associate dean. Permission will be granted only to students in good standing and, for business courses, only for schools accredited by the American Assembly of Collegiate Schools of Business (AACSB). Transfer students who have previously enrolled in the College of Business Administration should not expect courses taken at a junior college or an institution not accredited by the AACSB to be applied toward the degree.

ACADEMIC WORK LOAD

A full-time student not on probation may not take more than 20 hours during a fall or spring semester or six hours during a summer session without permission of the associate dean.

The normal load for full-time day students is 15 to 18 credit hours. If a student is employed he or she may be restricted to taking no more than 12 credit hours. Students on probation are limited to 16 credit hours.

Evening students who are employed full-time may not register for more than nine credit hours without approval from the associate dean. A normal academic load for evening division students is six credit hours.

GRADUATION ELIGIBILITY

In order to graduate, a student must meet the graduation requirements of the university and college and must also possess a Loyola grade point average of at least 2.0, as well as at least a 2.0 in business courses taken at Loyola. Students must also complete all the required courses for their major(s) and have at least a 2.0 grade point

average in those major courses taken at Loyola. Approximately half the adjunct and business core courses, at least 15 hours of major courses, and MGT 445 (or 440) must be taken at Loyola. Course substitutions are allowed only with permission of the associate dean.

COMPOSITION AND MATHEMATICS COURSES

Students must enroll in Composition and Mathematics courses continuously until completing all requirements. A student will be permitted to drop or withdraw from a Composition or Mathematics course only *once*.The student will be required to *complete* the course during the next semester of enrollment. Any exception to this policy must be approved by the associate dean of the College of Business Administration.

USE OF CORRECT ENGLISH

Any student whose written or spoken English in any course is unsatisfactory may be reported by the instructor to the associate dean. The associate dean may assign supplementary work, without academic credit, varying in amount with the needs of the student. If the work prescribed is equivalent to a course, the regular tuition fee is charged. The granting of a degree may be delayed for failure to make up such deficiency in English to the satisfaction of the associate dean.

INTERNSHIPS

The College of Business Administration offers its students the option of obtaining college credit by participating in the student internship program. This program recognizes that work in a business environment provides a unique opportunity to study certain topics and relationships in a fashion that would be impossible within the traditional classroom setting. The internship experience provides the student an opportunity to 1) gain relevant business experience, 2) reinforce and/or reevaluate previous study through a comparison of theory and practice, and 3) pursue the study of a selected business topic within a real-world learning environment.

The internship program is not automatically available to all students. To qualify for the internship program a student must be capable of benefitting from the experience to a degree sufficient to justify college credit. Since one of the objectives of the internship is to provide an opportunity to reinforce and/or to reevaluate previous study, an internship will be approved only for students who have completed a substantial portion of their business curriculum. Normally, a student will have completed a minimum of 80 credit hours and will have finished all of the following courses: ACCT 101, or 205 and 206; DECS 200; ECON 200 and 201; FIN 300; MGT 330; MKT 300. Also, a minimum grade point average of 2.5 is required for participation in the program.

To qualify for the internship program, the employment opportunity must provide a promising environment for internship study. Evaluation of employment opportunities will be done on an individual basis. Not all employment opportunities provide a suitable internship environment.

Internship credit is not given solely on the basis of work experience, although work experience is an important and required part of each internship. Each intern must complete a formal research paper on a topic related to the internship. The paper will normally require some review of related literature and should be prepared according to accepted standards of style and format.

Credit earned through the internship program may be applied toward the business elective portion of the curriculum, but cannot be used in satisfying major

requirements. For example, internship credit cannot be used as a marketing elective or as a substitute for a required course in satisfying the requirements for a major in marketing. A total of six hours of internship may be applied toward an undergraduate degree, with a maximum of three hours in any single semester. All internships are graded on a pass/fail basis.

Prior to registration, students interested in the internship program must complete a formal application. Applications and additional information are available in the office of student records and from the College of Business internship director.

INDEPENDENT STUDIES

A student may apply for an independent study in the following cases: 1) the student needs a course which is not being offered for graduation, or 2) the student desires to study a topic or topics not covered in courses offered by the college. A minimum grade point average of 2.0 is required for enrolling in an independent study.

Interested students must complete a formal application prior to registration. Applications and additional information are available in the office of student records.

NON-BUSINESS ELECTIVES

Non-business electives may be taken in the College of Arts and Sciences, City College, and the College of Music. Specifically excluded are those arts and sciences courses listed in the degree program of this college, ECON 130, MATH 091, MATH 092, MATH 111, MATH 113, MATH 114, MATH 118, MATH 122, and Physical Education activity courses.

MILITARY SCIENCE

Students receive full credit for all military science courses taken. However, these credits may be applied only towards the non-business elective portion of the curriculum.

PREREQUISITES

Most courses have specific prerequisites. Students may not register for courses until they have met the prerequisites listed in the course descriptions at the end of this volume. Any exceptions must be approved in writing by the course instructor. A copy of the approval must be placed in the student's file. It is the student's responsibility to become familiar with course prerequisites. **Students with fewer than 56 cr. hrs. are not permitted to enroll in 300- or 400-level business courses.**

FRATERNITIES AND PROFESSIONAL SOCIETIES

To give recognition and encouragement to high standards of scholarship among business administration students, several honorary scholastic fraternities and organizations have been established.

American Marketing Association — As a professional society, the AMA encourages and strengthens working relations between those studying marketing in the classroom and executives practicing marketing in business. The resulting exchange of ideas, knowledge, and experience is mutually beneficial. Meetings regularly feature business leaders on both the local and national level. In addition, the monthly luncheon meeting of the New Orleans Chapter of AMA is attended by students, faculty, and businesspersons in marketing. The AMA promotes professional conduct in marketing through a wide range of social and technical activities.

Beta Alpha Psi — The purposes of this national professional and honorary fraternity are to stimulate interest and cooperation in accounting; to encourage and

foster the ideal of service as the basis of the accounting profession; to promote the study of accountancy and its highest ethical standards; to act as a medium between professional accountants, instructors, students and others who are interested in the development of the study or profession of accountancy; to develop high moral, scholastic and professional attainments in its members; and to encourage cordial exchanges among its members and the profession generally. Students majoring in accounting with junior standing and a 3.00 quality point average in four completed accounting courses and a 2.50 average in all other subjects shall be considered for election to membership.

Beta Gamma Sigma — The purposes of this national honor society are to encourage and reward scholarship and accomplishment among the students of business administration; to promote the advancement of education in the art and science of business and to foster integrity in the conduct of business operation. Only seniors and juniors who have achieved a high level of academic performance are considered for election to membership.

Delta Sigma Pi — Delta Sigma Pi is an international professional commerce society. Its purposes are to foster the study of business in universities, to encourage scholarship, social activities and the association of students for their mutual advancement by research and practice; to promote closer affiliation between the commercial world and students of commerce; and to further a high standard of commercial ethics and culture and the civic and commercial welfare of the community.

Economics Club — The purpose of this organization is to stimulate interest in economics among Loyola students. Economics is a social science that analyzes the relationship between human behavior and the production and exchange of goods and services. Activities of the Economics Club promote an understanding of current economic issues, current economic controversies, and the role that economics plays in personal and professional decision making. Membership in the Economics Club is open to all majors in the university. The Economics Club publishes the Loyola Student Journal of Economics, which is distributed throughout the nation.

Financial Management Association — The purposes of the Financial Management Association and Honor Society are to assist in the professional, educational, and social development of college students interested in finance, banking and investments; and to encourage interaction between business executives, faculty and students of business and finance. In order to join the FMA, a student must have a sincere interest in finance. A student must have an overall GPA of 3.25 and at least six hours of finance with a GPA of 3.25 in order to be elected to the FMA Honor Society.

Loyola Accounting Association — This organization is intended to give all students an opportunity to obtain an insight into careers in the accounting profession. Meetings conducted during the semester involve speakers from various areas of accounting, for example: public accounting, industry, governmental and nonprofit accounting, and tax accounting. Membership requirements include completing six semester hours of accounting and an interest in learning more about the accounting profession.

Rho Epsilon National Real Estate Fraternity, Loyola Chapter — The goals of Rho Epsilon are to encourage fraternal fellowship among those who have an interest in real estate; to advance and perpetuate high standards of service, knowledge, and integrity among students, educators and professionals; to promote the exchange of ideas and information within the real estate industry; to encourage professional and academic study and research in real estate; and to develop future leaders of real estate organizations.

AWARDS

Each year in May the College of Business Administration hosts an annual awards ceremony to honor outstanding students. Awards are given to students of all class ranks. There are four types of awards: those which are college-wide, those related to a particular major, those made by student organizations, and those given by outside agencies. The names of recipients of college awards and some of the others are inscribed on plaques located outside the dean's office.

LEGENDRE-SOULE CHAIR IN BUSINESS ETHICS

The Legendre-Soule Chair in Business Ethics, held by Dr. Rogene Buchholz, was made possible through a generous donation from the estate of the Legendre family and supplemental funds from the State of Louisiana. The chair provides for many diverse activities, including the development of graduate and undergraduate courses, direction of faculty research projects and sponsorship of special issues colloquia and conferences. Perhaps most exciting are plans to develop a Loyola Center for Business Ethics which will provide outreach, needs assessment, and problem consultation, and discussion forums for New Orleans business executives and practitioners.

BBA PROGRAMS AND DEGREE REQUIREMENTS

NOTICE:

The college is engaged at the time that this publication goes to press in a comprehensive review of all its programs. It is anticipated that this review will produce curriculum changes which will affect students entering in the fall 1991 and thereafter. The program requirements listed below are those currently in effect and may be consulted to get an idea about the composition of a business degree. Interested persons may obtain a copy of new program requirements by calling the dean's office at (504) 865-3544.

The Bachelor of Business Administration (BBA) degree consists of 129 credit hours (except for the accounting major, which is 132 hours) and has essentially five parts: (1) common curriculum courses (philosophy, religious studies, composition, literature, natural sciences, behavioral/social sciences, humanities/arts); (2) non-business electives; (3) adjunct courses (computer science, mathematics, economics, statistics, legal studies, moral and social responsibility of organizations); (4) business core courses (accounting, finance, marketing, management); (5) major requirements and business electives. Up to six hours in computer science courses may be counted as business electives. Students should consult their advisors for applicable courses. All students must complete the following courses except for minor variations in the accounting program:

	Cr. Hrs.
Common Curriculum	
Introduction to Philosophy (PHIL 122)	3
Making Moral Decisions (PHIL 152)	3
Introduction to Religious Studies (RELS 122)	3
Religious Studies Electives	6
Analysis of Argument (ENGL 122)	3
Literature Elective	3
Natural Science Elective	3
Behavioral/Social Science Elective	3
Humanities/Arts Elective	3
Non-Business Electives	9

Microcomputers and Productivity (COSC 106) 3
Mathematics (MATH 115-116) 6
Principles of Economics (ECON 200-201) 6
Managerial Economics (ECON 315) 3
Statistics I & II (DECS 200-201) 6
Legal Environment of Business (LGST 305) 3
Moral and Social Responsibility of Organizations (SIAD 415) 3
Principles of Accounting I & II (ACCT 100-101) 6
Managerial Accounting (ACCT 200) 3
Financial Management (FIN 300) 3
Financial Institutions (FIN 310) 3
Basic Marketing (MKT 300) 3
Principles of Management (MGT 300) 3
Production and Operation Management (MGT 325) 3
Quantitative Methods and Information Systems (DECS 310) 3
Organization Theory, Behavior and Comm. (MGT 330) 3
Business Policy (MGT 445) or Small Business Institute (MGT 440) 3
Major Requirements and Business Electives 27

TOTAL Credit Hours 129

PROGRAM IN ACCOUNTING

(Available to both day and evening students)

The accounting curriculum is designed to prepare the student to be a professional accountant. The accounting program differs slightly from other BBA programs because of its clear relationship to a particular profession. More specifically, accounting students do not take Managerial Accounting or Managerial Economics and take Business Law I and II instead of Legal Environment of Business in addition to the general BBA requirements. Further, the total number of semester hours required for the major in accounting is 132, with the following required courses: ACCT 205, 206, 300, 307, 400, 403, 410, two 300- or 400- level accounting electives, and two business electives.

PROGRAM IN ECONOMICS

The program provides an excellent basis for graduate study in economics or business as well as being an excellent preparation for law school. Students are encouraged to consider a double major in economics and one other major, especially accounting or finance.

In addition to the requirements for all students in the BBA program, the requirements for a major in economics are ECON 300-301 and an additional 15 hours of 300- or 400- level economics courses. Economics majors are not required to take Managerial Economics and may not use the course as an economics elective. They may, however, use it as a business elective.

PROGRAM IN FINANCE

Students majoring in finance have the opportunity of selecting courses placing an emphasis on the corporate, investment, and institutional aspects of the field. In addition to FIN 300 and FIN 310, which are required of all BBA students, those majoring in finance are required to take ACCT 205, FIN 305, FIN 315, and FIN 400. They also must complete two additional courses from among the following: FIN

200; any 300- or 400- level finance course; ACCT 206 and 301. Only one of the two electives in finance may be a non-finance course.

PROGRAM IN GENERAL BUSINESS
(Available only to evening students)

The program in general business is designed to give evening students more flexibility in their business electives. In addition to the requirements for all BBA students, students majoring in general business must take the following courses, all of which must be at the 300- or 400- level: one economics course, three management/marketing courses[1], and three accounting/finance courses[1]. In addition, the student must complete six hours of business electives.

PROGRAM IN INTERNATIONAL BUSINESS

This curriculum is designed to give the student a broad preparation for a career in international business. In addition to the requirements for all BBA students, those majoring in international business must take the following courses: ECON 305, FIN 325, LGST 310, MGT 315, MGT 435, MKT 330.

Students in this program are encouraged to become fluent in two languages, if they are not already.

Students taking a double major in international business and management may take MGT 315 in satisfaction of the major portion of the international business curriculum, or of the management curriculum, but not both.

PROGRAM IN MANAGEMENT

Students gain a fundamental knowledge of accounting, decision science, economics, finance, and marketing through the business core curriculum required of all in the college. In addition to the management courses required in the business core curriculum, students majoring in management are required to select a minimum of 12 credit hours of 300- or 400- level management courses.

Students taking a double major in management and international business may take MGT 315 in satisfaction of the major portion of the management curriculum or of the international business curriculum, but not both.

PROGRAM IN MARKETING

While students receive a strong foundation in marketing principles from the business view point, moral, ethical and social issues are also carefully examined in light of marketing's enormous impact upon our everyday lives. The central objective, however, is to prepare students for managerial positions in marketing and/or for graduate-level studies.

The courses which are required in the program in marketing (other than those required of all BBA students) are: MKT 305, MKT 340, MKT 400, and MKT 450. Beyond these, the student majoring in marketing must select no less than six hours of 300- and 400- level marketing courses.

[1]May not all be in the same area.

DOUBLE MAJORS

Students earning the BBA may elect to have a double major. The following list notes the minimum number of hours required for the various double majors:

Majors	Minimum Total Hours Required for Double Major	Hours Required Above Minimum for One Major
Accounting/Economics	147	15*
Accounting/Finance	138	6*
Accounting/International Bus.	144	12*
Accounting/Management	138	6*
Accounting/Marketing	144	12*
Economics/Finance	141	12
Economics/International Bus.	141	12
Economics/Management	135	6
Economics/Marketing	135	12
Finance/International Bus.	135	6
Finance/Management	132	3
Finance/Marketing	138	9
International Bus./Management	132	3
International Bus./Marketing	135	6
Management/Marketing	132	3

Improper selection of courses may necessitate the taking of courses beyond the minimum number indicated above.

EVENING PROGRAMS

The College of Business Administration offers the BBA degree (with majors in accounting and in general business) in the evening. Evening students take the following courses in lieu of the common curriculum requirement, non-business electives, and computer science for day students.

	Cr. Hrs.
Introduction to Philosophy (PHIL 122)	3
Moral Decisions (PHIL 261)	3
Religious Studies Electives	9
English Composition (COMP 119)	3
Literature Elective	3
Behavioral/Social Science Elective	3
Humanities/Arts Elective	3
Microcomputers (CISA 106)	3
Non-business Electives	12

MINORS FOR BUSINESS STUDENTS

Minors are available through the Colleges of Arts and Sciences, Music, and City College. Courses required for the minor will be counted as non-business electives. Upon completion of these courses, nine hours may be applied to the business elective portion of the curriculum. Further information about specific requirements may be obtained in the college's office of student records.

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*Minimum credit hours for those majoring in accounting is 132; minimum for all other majors is 129.

MINORS FOR NON-BUSINESS STUDENTS

The College of Business Administration offers minors in business administration, marketing and economics. These programs are available to all undergraduate students not earning a degree from the College of Business Administration. In addition to specific course prerequisites, students must have completed 56 credit hours or more to enroll in 300-level courses.

In addition to providing students with a fundamental understanding of the basic business disciplines, the minor in business administration is designed to facilitate entry into the MBA program.

The program consists of the following courses:

	Cr. Hrs.
Principles of Accounting (ACCT 100-101)	6
Microeconomics & Macroeconomics (ECON 200-201)	6
Financial Management (FIN 300)	3
Legal Environment of Business (LGST 305)	3
Basic Marketing (MKT 300)	3
Organizational Theory, Behavior and Comm. (MGT 330)	3
Statistics I (DECS 200)	3
Intro to Finite Math (MATH 115)	3
TOTAL	30

The minor in marketing consists of the following courses:

	Cr. Hrs.
Introduction to Finite Math (MATH 115)	3
Microeconomics (ECON 200)	3
Statistics I (DECS 200)	3
Basic Marketing (MKT 300)	3
Consumer Behavior (MKT 305)	3
Promotions Management (MKT 340)	3
Two marketing electives selected with the approval of the advisor	6
TOTAL	24

The minor in economics consists of the following courses:

	Cr. Hrs.
Introduction to Finite Math (MATH 115)	3
Statistics I (DECS 200)	3
Microeconomics (ECON 200)	3
Macroeconomics (ECON 201)	3
Economics Electives (300- or 400-level)	12
TOTAL	24

CITY COLLEGE

Dean: Julianne Maher, Ph.D. *Office:* 210 Stallings Hall
Associate Dean: Richard A. Lucore, Cand.Ed.D.
Professors: Dorothy H. Brown, John P. Clark, Barbara C. Ewell, Dee W. Harper, William E. Thornton
Associate Professors: Michael A. Cowan, Terry Flaherty, Bernard J. Lee, S.M., Julianne Maher, Billie A. Wilson
Assistant Professors: Marcel Dumestre, Thania Elliott, Barbara J. Fleischer, Kathleen O'Gorman, Roger White
Assistant Professor Emeritus: Thomas Mulcrone, S.J.
Extraordinary Faculty:
Associate Professors: Gregory Curtin, S.J., Betty L. Fomby
Assistant Professor: Barbara Bihm, Lucy Callahan, P.B.V.M.
Instructor: Matthew Collins

The roots of City College, Loyola's evening division, date back to 1919 when extension courses were established for those who were unable to attend classes on a full-time basis. For over seventy years Loyola has maintained its commitment to serve the educational needs of working adults. City College provides a variety of degree programs, staffed by full-time faculty, which reflect the basic philosophy of Jesuit education combining rigorous, contemporary professional education with a broad foundation in the humanities. Recognizing the diverse and varied experience of adult students, City College faculty work closely with each student to develop a critical stance and humanistic interpretation of that experience. Using various educational formats (lecture, seminar, discussion, etc.) the college faculty hopes to assist adult students toward better understandings of themselves, their heritage and the contemporary world.

Undergraduate programs in the college require a broad foundation in the liberal arts. This foundation is integrated into the student's major and allows for the development of a critical position from which the student may judge contemporary events.

The individual majors provide the adult student with the information, skills and knowledge necessary to begin or to advance in a variety of professional areas.

DEGREES OFFERED

Bachelor of Applied Science (with a major in Communications Science, Computer Information Systems Applications, Organizational Sciences, or Radiologic Technology)
Bachelor of Criminal Justice
Bachelor of Liberal Studies (with a major in Fine Arts/Humanities, Religious Education/Ministry, or Social Sciences)
Bachelor of Science — Nursing

COURSE LOAD

Most City College students attend school on a part-time basis and carry six to nine credit hours. A student may not carry more than 12 credit hours unless he or she obtains permission from the dean of the college.

EVENING AND WEEKEND COURSES

Classes are offered in a variety of formats and time frames. Some classes meet twice a week (Monday and Wednesday or Tuesday and Thursday) at 4:55-6:10 p.m. Other classes meet once a week for two and one-half hours on week nights, begining at 6:20 p.m., or on Saturday. Intensive Weekend Courses meet on three weekends from 6:00-10:00 p.m. on Friday and 9:00 a.m.-5:00 p.m. on Saturday.

COMPOSITION REQUIREMENT

All degree-seeking students in City College and students pursuing a degree in the College of Business Administration in the evening are required to demonstrate competency at the Composition 119 level. Students placed in Composition 100 (Basic Writing Skills), upon successful completion of this course, will be required to complete Composition 119. Students placed in Composition 119 through testing do not receive credit for Composition 100.

Transfer students with earned hours of college composition are required to demonstrate competency at the Composition 119 level by taking the Composition Placement Test administered through City College. Failing to do so, transfer students must complete Composition 119 as a requirement for graduation. In such cases, the Composition 119 credit is awarded as it is not considered a repeated course. Other City College students are required to schedule Composition 119 before advancing beyond 30 hours in their program of studies. It is recommended that the course be scheduled as early as possible in students' careers at the university.

USE OF CORRECT ENGLISH

Any student whose written or spoken English in any course is unsatisfactory may be reported by the instructor to the dean. The dean may assign supplementary work, without academic credit, varying in amount with the needs of the student. If the work prescribed is equivalent to a course, the regular tuition fee is charged. The granting of a degree may be delayed for failure to make up such deficiency in English to the satisfaction of the dean.

MINIMUM WRITING STANDARD

A piece of written work submitted for credit, i.e., a grade higher than "F," must be free of gross mechanical errors to be considered even for the grade of "D." A paper free of gross mechanical errors still is not necessarily acceptable. Mechanical perfection does not indicate that the student has done better than average work. It still falls to the student to demonstrate intellectual originality, good style, and an ability to research a subject if a paper is to be considered worthy of a passing grade.

PREREQUISITES FOR SPECIFIC COURSES

City College courses have specific prerequisites, where introductory or survey courses exist. Those courses are required to be completed before any of the higher numbered courses may be scheduled.

Students who enroll for courses for which they do not have the necessary prerequisites do so at their own peril as the instructor may insist that they withdraw from the class.

Students not enrolled in degree programs may register for courses without regard to the prerequisites subject to the approval of the instructor.

REQUIREMENTS FOR DEGREE

In addition to the general requirements for graduation, as detailed in this Bulletin, specific requirements for each degree program are set forth below. A 2.0 or

more grade point average is required for graduation. Unless special permission is granted by the dean to pursue work elsewhere, the last 30 credit hours must be completed at Loyola; the final 24 hours must be successfully completed in City College. Additionally, a student must earn a 2.0 in his or her major. A minimum of 50 percent of the courses in the major must be successfully completed at Loyola University, except in Radiologic Technology, as noted.

ADVISING

Each degree-seeking student in City College is assigned a faculty advisor who will assist the student in schedule planning. Students are encouraged to meet with their advisors regularly during each term.

CURRICULUM DESIGN

The City College curriculum is divided into four basic components, and although all City College students have the same basic core requirements, each degree program has specific requirements in the major and adjunct areas.

Major courses — are those courses in particular disciplines which lead to a bachelor's degree.

Adjunct courses — are those required courses in areas closely allied to the major.

Core courses - are those courses which, in the liberal arts tradition, ensure the degree-seeking student a well-rounded education. All degree-seeking City College students have the following core course requirements (48 hours total):

COMP 119	English Composition
LIT 260	Introduction to Literary Forms
Literature	Any three additional hours
History	
or Political Science	Any six hours
Philosophy	Introduction to Philosophy, Moral Decisions, any three additional hours
Religious Studies	Any nine hours
Math	Three hours (specified in some programs)
SOCI 100	Introductory Sociology
PSYC 100	Introduction to Psychology
Science	Any three hours
Fine Arts	Any three hours

Electives are those courses chosen from among all offerings which the student may schedule for enrichment, professional development, or the like.

BACHELOR OF CRIMINAL JUSTICE

Major (36 Credit Hours)	Cr. Hours
Introduction to Criminal Justice Systems (CRJU 105)	3
Criminology: Fundamentals (SOCI 260)	3
Deviant Behavior (SOCI 275)	3
Criminal Procedure (CRJU 218)	3
Criminal Law (CRJU 405)	3
Research Methods (ORGS 360)	3
Program Planning and Evaluation (ORGS 365)	3
Juvenile Crime and Delinquincy (SOCI 385)	3
Criminal Justice Electives	12

Adjunct (15 Credit Hours)
Elementary Statistics (ORGS 260) 3
Psychology Electives 6
Sociology Electives 6

Core Courses (48 Credit Hours) 48

Electives (30 Credit Hours) 30
TOTAL CREDIT HOURS 129

BACHELOR OF APPLIED SCIENCE

Major in Communication Science

Major (33 Credit Hours)	Cr. Hours
Introduction to Mass Communications (CMMN 100)	3
Writing for Mass Media (CMMN 101)	3
Mass Communication Theory and Research (CMMN 400)	3
Law of Mass Communication (CMMN 401)	3
Communications electives	21

(No more than 39 hours in Communications may be applied toward the degree.)
Adjunct (21 Credit Hours)
Microcomputers (CISA 106) 3
and either
Upper division social science courses 18
A student may select courses from anthropology, criminal justice, history, organizational sciences, political science, psychology, and sociology.
or
Upper division fine arts/humanities courses 18
A student may select courses from English, foreign language, history, music, philosophy, religious studies, and visual arts.
Core Courses (48 Credit Hours) 48
Electives (27 Credit Hours) 27
TOTAL CREDIT HOURS 129

BACHELOR OF APPLIED SCIENCE

Major in Computer Information Systems Applications

Major (27 Credit Hours)	Cr. Hours
Introduction to Computer Information Systems (CISA 110)	3
Computer Programming Language: COBOL (CISA 115)	3
Advanced COBOL Programming (CISA 260)	3
Systems Analysis Methods (CISA 280)	3
Structured Systems Analysis and Design (CISA 360)	3
Data Base Program Development (CISA 370)	3
Software and Hardware Concepts (CISA 380)	3
EDP Audit and Controls (CISA 470)	3
Applied Software Development Project (CISA 495)	3

Adjunct (33 Credit Hours)
Principles of Accounting I (ACCT 100) 3
Principles of Accounting II (ACCT 101) 3
Managerial Accounting (ACCT 200) 3
Introduction to Organizational Sciences (ORGS 100) 3
Organizational Communications (ORGS 265) 3

Survey of Calculus (MATH 116) 3
Elementary Statistics (ORGS 260) 3
Research Methods (ORGS 360) 3
Program Planning and Evaluation (ORGS 365) 3
Principles of Management (MGT 300) 3
Industrial and Organizational Psychology (PSYC 350) 3

Core Courses (48 Credit Hours) 48

Electives (21 Credit Hours) 21
TOTAL CREDIT HOURS 129

BACHELOR OF APPLIED SCIENCE

Major in Organizational Sciences

Major (31 Credit Hours)	**Cr. Hours**
Introduction to Organizational Sciences (ORGS 100)	3
Communication in Organizations (ORGS 265)	3
Social Psychology (SOCI 210)	3
Research Methods (ORGS 360)	3
Program Planning and Evaluation (ORGS 365)	3
Human Resource Development (PSYC 460)	3
Organizational Change and Development (PSYC 470)	3
Organizations in Society (SOCI 325)	3
Industrial and Organizational Psychology (PSYC 350)	3
Sociology of Work and Occupation (SOCI 410)	3
Seminar in Organizational Sciences (ORGS 496)	1
Adjunct (21 Credit Hours)	
Microcomputers (CISA 106)	3
Elementary Statistics (ORGS 260)	3
Business Writing (COMP 270)	3
and either Group A or Group B	
Group A	
Principles of Accounting I (ACCT 100)	3
Principles of Accounting II (ACCT 101)	3
Computer Programming Language: COBOL (CISA 115)	3
Technical Writing (COMP 375)	3
or	
Group B	
Legal Environment of Business (LGST 305)	3
Small Group Dynamics (SOCI 330)	3
Work and Family Life (ORGS 370)	3
Personnel Selection (PSYC 450)	3
Core Courses (48 Credit Hours)	48
Electives (29 Credit Hours)	29
TOTAL CREDIT HOURS	129

BACHELOR OF APPLIED SCIENCE

Major in Radiologic Technology

Major

Students with ARRT certification will be awarded 63 credit hours upon admission, applicable only to the major in radiologic technology.

Adjunct (21 credit hours)
Microcomputers (CISA 106) 3
Basic Statistics (MATH 265) 3
Principles of Management (MGT 300) 3
Upper Division Social Science electives 12
A student may select courses from anthropology, criminal justice, history, organizational sciences, political science, psychology, and sociology.

Core Courses (45 Credit Hours) 45

Electives
Elective hours are included as a part of the 63 credit hour award for ARRT certification.
TOTAL CREDIT HOURS 129

BACHELOR OF LIBERAL STUDIES
Major in Fine Arts/Humanities

Major (36 Credit Hours)
Fine Arts/Humanities 36
A student may select courses from English, foreign language, history*, music, philosophy, religious studies, and visual arts. A minimum of 18 credit hours and a maximum of 27 credit hours are required in one discipline. At least 18 credit hours in major courses must be upper division-level courses.

Adjunct (15 Credit Hours)
Soc Sciences electives 12
A student may select courses from anthropology, criminal justice, history*, organizational sciences, political science, psychology, and sociology.
Mathematics/Natural Sciences elective 3
A student may select from computer information systems applications, computer science, mathematics, and natural sciences.

Core Courses (48 Credit Hours) 48

Electives (30 Credit Hours) 30
TOTAL CREDIT HOURS 129

BACHELOR OF LIBERAL STUDIES
Major in Social Sciences

Major (36 Credit Hours)
Social Sciences electives 36
A student may select courses from anthropology, criminal justice, history*, organizational sciences, political science, psychology, and sociology. A minimum of 18 credit hours and maximum of 27 credit hours are required in one discipline. A student may not take more than 15 hours in criminal justice or organizational sciences as major electives. At least 18 hours in major courses must be upper division-level courses.

Adjunct (15 Credit Hours)
Fine Arts/Humanities electives 12

*History may be chosen in either major or adjunct, but not in both.

A student may select courses from English, foreign language, history*, music, philosophy, religious studies, and visual arts.
Mathematics/Natural Sciences elective 3
A student may select from computer information systems applications, computer science, mathematics, and natural science.

Core Courses (48 Credit Hours) 48

Electives (30 Credit Hours) 30
TOTAL CREDIT HOURS 129

BACHELOR OF LIBERAL STUDIES

Major in Religious Education/Ministry

Required Major Courses (45 Credit Hours)
RELS 100 Old Testament Literature 3
RELS 101 New Testament Literature 3
RELS 270 Current Moral Problems 3
RELM 360 Contemporary Approaches to Religion 3
RELM 370 Pastoral Theology 3
RELM 380 Theology of Ministry 3
RELM 400 Religious Education in Theory and Practice 3
RELM 410 Ministry and the Social Sciences 3
RELS 430 Church and Sacraments 3
RELM 496 Senior Seminar 3
Religious Studies Elective Courses 15
Suggested Adjunct Courses (15 Credit Hours)
Social Science Electives 15
A student may select courses form anthropology, psychology, sociology, history, organizational sciences, and political science.
Core Courses(39 Credit Hours) 39

Electives (30 Credit Hours) 30
TOTAL CREDIT HOURS 129

MINOR IN RELIGIOUS EDUCATION/MINISTRY

The minor in religious education/ministry is designed for those students who wish to use their degree in church related settings or for those who seek to understand better connections between faith and life.

Required Courses (18 Credit Hours)
RELM 360 Contemporary Approaches to Religion 3
RELM 370 Pastoral Theology 3
RELM 380 Theology of Ministry 3
RELM 400 Religious Education in Theory and Practice 3
RELS 430 Church and Sacraments 3
RELM 496 Senior Seminar 3
Prerequisite Core Courses) (9 Credit Hours)
RELS 100 Old Testament Literature 3
RELS 101 New Testament Literature 3
RELS 270 Current Moral Problems 3

MINOR IN
COMPUTER INFORMATION SYSTEMS APPLICATIONS

City College offers a minor in Computer Information Systems Applications for students in City College and evening students in the College of Business Administration.

The following courses make up the minor:

CISA 110 Introduction to Computer Information Systems
CISA 115 Computer Programming Language: COBOL
CISA 260 Advanced COBOL Programming
CISA 280 Systems Analysis Methods
CISA 370 Data Base Program Development
CISA 380 Software and Hardware Concepts

The preceding list assumes that the student has had adequate preparation in mathematics, including exposure to elementary calculus. This preparation is ordinarily demonstrated through satisfactory completion of MATH 115 and MATH 116.

MINOR IN WOMEN'S STUDIES

The Women's Studies minor offers an opportunity to explore, within a rigorous academic context, important contemporary issues concerning women's perspectives and roles. Its interdisciplinary curriculum highlights the complex ways in which our notions of gender affect many dimensions of experience, including social roles, identity, sexuality, family life, moral choices, social justice, history, literature, and philosophy. The minor requires a selection of seven different courses in at least three different disciplines. The student chooses specific courses in consultation with an advisor. This minor is coordinated with a similar program in Arts and Sciences, and students may take courses in either college. For further information, contact Dr. Barbara Ewell, City College.

THE BSN NURSING PROGRAM

Director: Billie Ann Wilson, R.N., Ph.D. *Office:* 120 Stallings Hall

The Nursing Program of Loyola University is an innovative upper division professional nursing program designed to meet the needs of registered nurses who wish to obtain a Bachelor of Science in Nursing (BSN) degree. The program prepares the graduate for expanded professional roles and for graduate study. The BSN program is accredited by the National League for Nursing and is available both in New Orleans and in Baton Rouge at Our Lady of the Lake Regional Medical Center.

ADMISSION REQUIREMENTS

To be admitted into the Nursing Program, a student must be a registered nurse with a current license to practice in the United States. The student must complete the regular university admissions process. A student who does not complete the admissions process prior to registration can enroll as a transient student for one semester by presenting the R.N. license at registration.

PROGRAM REQUIREMENTS

A minimum of 129 semester credit hours are required for the BSN degree. This number includes 53 hours of nursing (24 hours of lower division and 29 hours of upper division), 28 hours of adjunct courses, 36 hours of additional core courses, and 12 hours of electives.

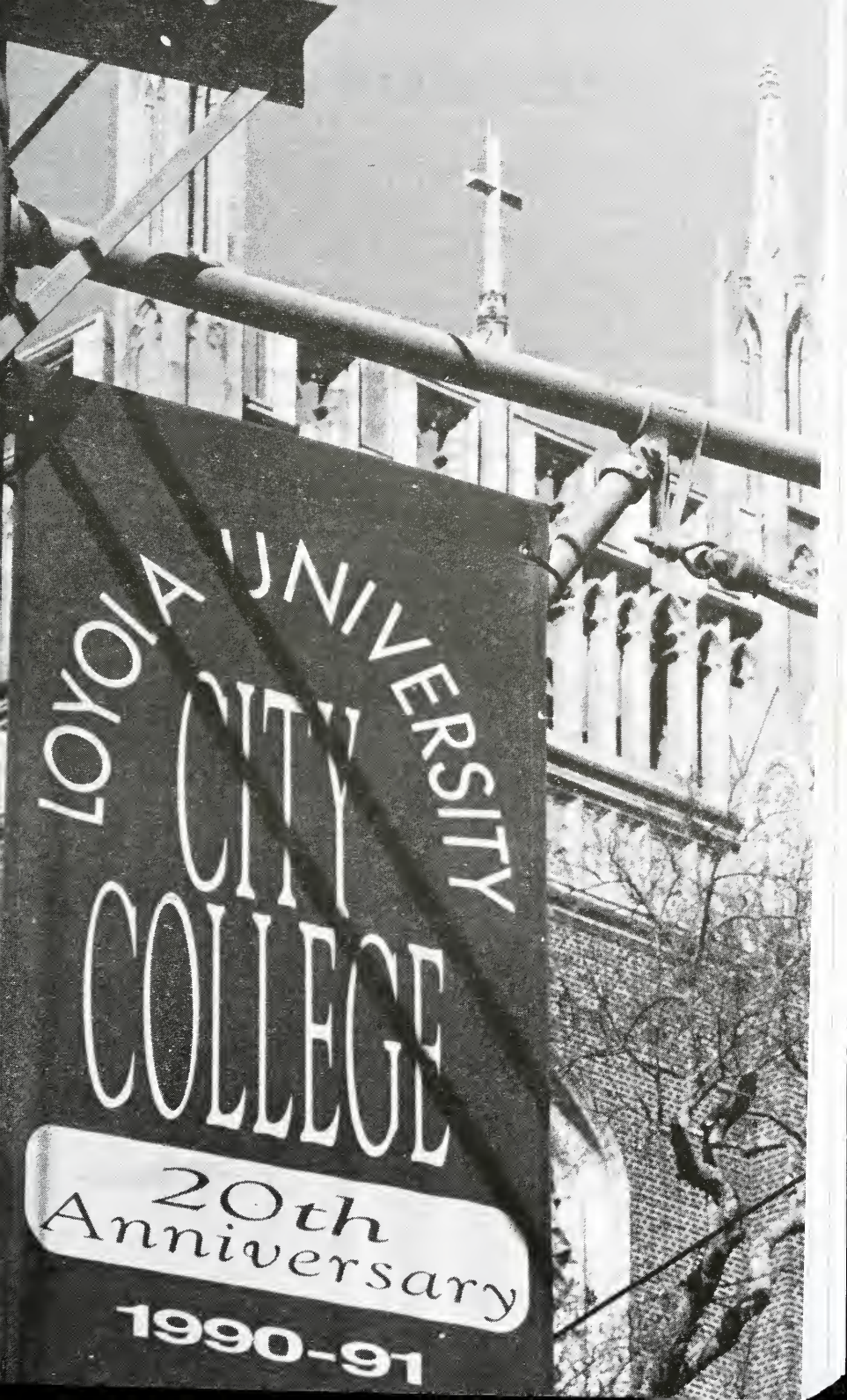
No lower division nursing courses are taught at Loyola. Lower division nursing credits (24 cr.) are granted either through validation of prior college credit or through the NLN RN Mobility Profile II Examinations. Lower division nursing credits are indicated as NURS 260 Nursing Foundations I (8 cr.), NURS 265 Nursing Foundations II (8 cr.), and NURS 270 Nursing Foundations III (8 cr.).

Several upper division nursing courses have practicum components which are composed of clinical projects and/or experiences designed to meet course objectives. To the extent that it is possible to do so, students are given a great deal of freedom in determining when and where practicum objectives are met. Students are also permitted to challenge a number of upper division nursing courses for which they have demonstrated knowledge and experience.

BACHELOR OF SCIENCE — NURSING

Major (53 Credit Hours)		**Cr. Hours**
Lower Division Nursing Courses (see above)		24
NURS 361	Professional Nursing Practice	3
NURS 366	Health Assessment	3
NURS 371	Law, Ethics & Politics of Health Care	3
NURS 376	Nursing Leadership	3
NURS 450	Introduction to Nursing Research	3
NURS 456	Health Promotion Through the Life Cycle	4
NURS 462	Community Health Nursing	5
NURS 464	Practicum	2
NURS Elective		3

Adjunct Courses (28 Credit Hours)	
Anatomy & Physiology (BIOL 210, 211)	6
Gen. Chemistry (CHEM 105)	3
Microbiology & Lab (BIOL 280, 281)	4
Basic Nutrition (BIOL 335)	3
Statistics (ORGS 260)	3
Developmental Psychology (PSYC 330)	3
Intro. to Psychology (PSYC 100)	3
Intro. to Sociology (SOCI 100)	3
ADDITIONAL CORE COURSES	36
ELECTIVES	12
TOTAL CREDIT HOURS	129


LOYOLA UNIVERSITY
CITY
COLLEGE
20th
Anniversary
1990-91

COLLEGE OF MUSIC

Dean: David Swanzy, Ph.D. *Office:* 165 Communications/Music Building
Associate Dean: Anthony Decuir, Ph.D.
Professors: Dean Angeles, Charles Braswell, Anthony Decuir, Philip Frohnmayer, Joseph Hebert, John Murphy, Sylvia Penguilly, David Swanzy, Janet Swanzy
Associate Professors: Sanford Hinderlie, William Horne, John Mahoney, H. Jac McCracken, Mary Sue Morrow
Assistant Professors: Steven Edwards, Sanford Hinderlie, Gwen Hotchkiss, Harry McMurray, Gayle Parmelee, Francine Peterson
Instructors: Tony Dagradi

The college, founded in 1932, is accredited by the Southern Association of Colleges and Schools. It holds membership in the National Association of Schools of Music, Association of American Colleges, Jesuit Educational Association, National Catholic Educational Association, Southern Association of Colleges and Schools and the National Association for Music Therapy.

The College of Music offers the opportunity to combine liberal arts studies with professional music courses in the only college of music conducted by the Jesuit Fathers in the United States. Historically, New Orleans offers an abundance of cultural opportunities. The city supports an opera company, a major symphony orchestra, a symphony chorus, and numerous smaller professional organizations. Traditionally, students from Loyola have played an important role in the musical life of the city. Students study and work in close proximity with professional singers and conductors.

Since the College of Music is a member of the National Association of Schools of Music, all programs are in accordance with the regulations set forth by that organization. The curricula in music education contain the course requirements for teacher certification in the State of Louisiana. The Department of Music Therapy is a fully accredited member of the National Association for Music Therapy.

ADMISSION REQUIREMENTS

Full admission to the College of Music, in addition to normal university admission, requires every candidate to complete a satisfactory performance audition. Candidates who, for good cause, cannot audition in person may send a recording of their performance. However, the student will be expected to audition in person during orientation. Provisional admission may be granted to the College of Music under the category general studies, for candidates whose performance ability shows potential but is presently below entrance standards.

SCHOLARSHIPS

The College of Music awards partial, tuition-remissive and university scholarships. These scholarships vary according to the recipient's performance competence and potential for continued musical and academic progress. They are strictly talent awards and not need-based.

Retention of scholarships from term to term is contingent upon satisfactory musical progress and good academic standing.

PERFORMANCE STANDARDS AND PROFICIENCIES

All students are required to pass a music reading proficiency examination which consists of singing at sight samples of music in compound and simple meters and modulations to closely related keys. Ordinarily this examination is an integral part of the second semester sophomore theory course; transfer students above this level are required to take this examination in their first semester of residence and to pass it no later than their second semester in residence.

Every candidate for a music degree, regardless of major, must display a minimum proficiency in piano. An examination to determine such proficiency is ordinarily given at the end of the sophomore year. Students not meeting requirements by this time must continue to elect piano until the required standards are met.

Each prospective graduate is required to take a comprehensive examination during or prior to the final term; the nature of this examination and the standards of acceptable performance are published prior to the senior year.

A senior recital is required of all Bachelor of Music candidates except those in minor degree programs. A junior recital is also required of all BM Performance candidates. Candidates for the degrees BME, BMT, and BM with minors are required to make at least one appearance on a recital during their period of study. This appearance must show on transcripts as Junior Recital. All students must stand jury examinations each semester that they are enrolled in applied study except for the terms in which they are subject to recital juries.

A variety of specific proficiencies are stipulated by individual degree programs and departments. Students must consult their advisors concerning these requirements.

DEGREE PROGRAMS

Bachelor of Music

Performance (Instrumental, Keyboard, or Voice)
Jazz Studies (Instrumental or Keyboard)
Piano Pedagogy (Keyboard)
Theory and Composition (Instrumental, Keyboard, or Voice)
Music with Minors (Instrumental, Keyboard, or Voice)
Business Administration
Communications
Computer Science
Drama

Bachelor of Arts in Music

Music History (Instrumental, Keyboard, or Voice)
Music Theory (Instrumental, Keyboard, or Voice)

Bachelor of Music Therapy

The curriculum in music therapy leads to a professional degree designed for students who wish to work with the mentally ill, physically handicapped, and exceptional children.

Bachelor of Music Education

Instrumental (Instrumental or Keyboard Applied Area)
Vocal (Keyboard or Voice Applied Area)
Optional Minors
Jazz Studies
Special Music Education

The Bachelor of Music Education curricula are designed to fulfill academic requirements leading to teacher certification in the State of Louisiana. Several other states also observe reciprocity with Louisiana with regard to teacher certification. Successful completion of a music education curriculum, however, does not lead automatically to state certification, since minimal grade point averages, minimal scores on the National Teachers Examination and other state-specified criteria are required beyond completed coursework.

Changes which may occur in certification requirements during the effective dates of this Bulletin will be incorporated by the academic advisor into the student's program. It is the student's obligation to consult with the coordinator of music education prior to every registration period.

Admission Requirements

Prerequisites for admission to the music education program are:

1. Admission to the College of Music.
2. Completion of all freshman and sophomore level courses with a 2.25 overall average.
3. Successful completion of the General Knowledge and Communications skills subtests of the National Teacher Examination.
4. Completion of all College of Music requirements for admission to Major.
5. Completion of an oral interview with members of the music education faculty.
6. Demonstration of:
   a. Emotional, mental, and physical well-being;
   b. Professional decorum, interest, and motivation; and
   c. Respect and concern for people.
7. Participation in a three hour counseling session with designated guidance workers.

Master of Music in performance with majors in:

Instrumental Keyboard Voice

Master of Music Education with majors in:

Instrumental Vocal

Master of Music Therapy

Details on graduate programs are contained in the *Graduate Bulletin.*

ORGANIZATIONS

LOYOLA CONCERT BAND — A concert wind and percussion ensemble which focuses equally upon standard and contemporary band repertoire along with carefully selected transcriptions. Membership in this ensemble is open to all university students by audition.

LOYOLA WIND ENSEMBLE — A select wind and percussion ensemble open to all university students by audition. This group tours nationally and internationally.

LOYOLA CHAMBER ORCHESTRA — A chamber orchestra which provides students with the opportunity to perform a broad selection of literature — from classical to popular, from the Baroque era to the modern. Membership is open to all university students by audition.

LOYOLA SYMPHONY ORCHESTRA — This ensemble is a full-size concert orchestra conducted by Dean Angeles and coached by an artist-faculty from the New Orleans Symphony Orchestra. In this group, university players — selected by audition — participate in performances of standard orchestral repertoire: symphonies, concerto-accompaniment, choral-orchestral works, overtures and broadway musicals.

UNIVERSITY MEN'S AND WOMEN'S CHORUSES — Choruses specializing in singing works for those voicings. The groups combine to form the University Chorus and present large scale works with orchestral, band, or keyboard accompaniment.

UNIVERSITY CHORALE — A select choral organization open to all university students by audition; this group tours nationally and internationally.

UNIVERSITY TRAINING ORCHESTRA — This organization provides developing string players with an opportunity to advance their performance capabilities and furnishes a laboratory for future string teachers and directors.

OPERA WORKSHOP — This ensemble concentrates on music and stage direction simultaneously. In addition to learning the staging of their own parts in scenes of operas, the students are instructed in the techniques of operatic stage deportment applicable to any role.

CHAMBER SINGERS — Small vocal ensembles organized to present a variety of literature. Students may sing in ensembles in the jazz style as well as ensembles presenting chansons, madrigals, and related forms.

BRASS ENSEMBLE — A group specializing in performance of literature for brass ranging from early Baroque music to modern compositions. Open to all university students by audition.

PERCUSSION ENSEMBLE — Performance of literature for varied combinations of percussion instruments is stressed. Open to all university students by audition.

STRING ENSEMBLE — Trio and quartet ensembles are organized each semester to train string majors as ensemble performers. Ensemble members perfect their playing with the objective of performing at recitals. Off-campus performances are frequently arranged.

WOODWIND ENSEMBLE — Study and performance of standard and modern literature. Open to all university students by audition.

JAZZ BANDS — The jazz bands offer musicians an opportunity to perform music in the popular and jazz idioms along with study of arranging and techniques of improvisation. Both Jazz Band I and Jazz Workshop Band are open to all university students with auditions required for Jazz Band I.

LOYOLA BALLET — Dance students at every level are given instruction appropriate to their capabilities, from fundamental positions to choreographic creativity in standard ballet repertoire; open to all university students.

STUDENT CHAPTER OF MUSIC EDUCATORS NATIONAL CONFERENCE — This organization provides opportunities for professional development through the on-campus activities of the chapter, paraprofessional services to the community, contacts with leaders in the profession, and participation in local, state and national music education meetings. Additionally, members receive individual copies of the *Music Educators Journal* and *The Louisiana Musician.* Open to all students.

LOYOLA ASSOCIATION FOR MUSIC THERAPY STUDENTS — The purpose of this organization is to provide students with opportunities to gain specialized knowledge concerning the use of music with handicapped individuals. Members receive copies of the *Journal of Music Therapy.* Open to all students.

BACHELOR OF MUSIC
COMMON CURRICULUM REQUIREMENTS

A. **Composition** (3 cr. hrs.) Analysis of Argument (ENGL 122)

B. **Philosophy** (9 cr. hrs.)
   1. Introduction to Philosophy (PHIL 122),
   2. Two other courses.

C. **Religious Studies** (9 cr. hrs.)
   1. Introduction to Religious Studies (RELS 122),
   2. Two other courses.

D. **General Studies** (18 cr. hrs.)
   1. Social/Behavioral Sciences (6 cr. hrs.)
      a. World Civilization I or II (HIST 122 or 124)
      b. One other course (history, economics, psychology, political science, communications or sociology).
   2. Humanities/Arts (6 cr. hrs.)
      a. The Emerging Self (LIT 125)
      b. One other course (literature, drama, visual arts, classical humanities or modern foreign languages).
   3. Natural Sciences (6 cr. hrs.)
      a. One freshman-level natural science course,
      b. One other course (biological sciences, chemistry, dental hygiene, computer science, medical technology, mathematical sciences or physics).

BACHELOR OF MUSIC — INSTRUMENTAL PERFORMANCE

			F	S
Freshman (34 cr. hrs.)				
MUPR 0405 113 113	Recital Hour		0	0
MUTH 0403 102-103	Theory I-II		4	4
MUPR 0405 114-115	Piano Class I-II		2	2
MUPR 0405 112 112	Applied Study: Individual		3	3
MUHL 0407 104-105	Introduction to Music Literature I-II		1	1
MUPR 0405 117 117	Major Ensemble		1	1
ENGL 0217 122-	Analysis of Argument		3	0
Common Curriculum			3	6
			17	17
Sophomore (35 cr. hrs.)				
MUPR 0405 113 113	Recital Hour		0	0
MUTH 0403 202-203	Theory III-IV		4	4
MUPR 0405 214-215	Piano Class III-IV		2	2
MUPR 0405 112 112	Applied Study: Individual		3	3
MUPR 0405 117 117	Major Ensemble		1	1
Common Curriculum			9	6
			19	16
Junior (34 cr. hrs.)				
MUPR 0405 113 113	Recital Hour		0	0
MUPR 0405 — 310	Junior Recital			0
MUTH 0403 302-303	Counterpoint I-II		2	2
MUPR 0405 312 312	Applied Study: Individual		3	3
MUHL 0407 304-305	Survey of Music History I-II		3	3
MUPR 0405 308 —	Essentials of Conducting		2	
MUPR 0405 — 309	Instrumental Conducting		2	
MUPR 0405 117 117	Major Ensemble		1	1
Non-Music Elective				3
Common Curriculum			6	3
			17	17
Senior (32 cr. hrs.)				
MUPR 0405 113 113	Recital Hour		0	0
MUPR 0405 — 410	Senior Recital			0
MUTH 0403 402-403	Form & Analysis I-II		2	2
MUTH 0403 306-307	Orchestration I-II		2	2
MUPR 0405 312 312	Applied Study: Individual		3	3
MUHL 0407 404 —	Twentieth Century Music		2	
MU 04	Music Theory or History Elective			2
MUPR 0405 117 117	Major Ensemble		1	1
Non-Music Electives			6	3
Common Curriculum				3
			16	16

TOTAL: 135 cr. hrs.

BACHELOR OF MUSIC — KEYBOARD PERFORMANCE[1]

		F	S
Freshman (40 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 102-103	Theory I-II	4	4
MUPR 0405 112 112	Applied Study: Individual	3	3
MUHL 0407 104-105	Introduction to Music Literature I-II	1	1
MUPD 0408 110-111	Introduction to Piano Pedagogy I-II	2	2
MUPR 0405 117 117	Major Ensemble	1	1
ENGL 0217 122-	Analysis of Argument	3	
Non-Music Electives		0	3
Common Curriculum		3	3
		17	17
Sophomore (33 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 202-203	Theory III-IV	4	4
MUPR 0405 112 112	Applied Study: Individual	3	3
MUPR 0405 216 216	Accompanying	1	1
MUPR 0405 117 117	Major Ensemble	1	1
Common Curriculum		9	9
		18	18
Junior (32 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUPR 0405 — 310	JuniorRecital		0
MUTH 0403 306 —	Orchestration I	2	
MUTH 0403 302-303	CounterpointII		2
MUPR 0405 312 312	Applied Study: Individual	3	3
MUHL 0407 304-305	Survey of Music History I-II	3	3
MUHL 0407 308-309	Piano Literature I-II[1]	3	3
MUPR 0405 308 —	Essentials of Conducting	2	
MUPR 0405 117 117	Major Ensemble	1	1
Common Curriculum		3	3
Non-music Electives		0	3
		17	18
Senior (27 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUPR 0405 — 410	Senior Recital		0
MUTH 0403 402-403	Form & Analysis I-II	2	2
MUPR 0405 312 312	Applied Study: Individual	3	3
MUHL 0407 404 —	Twentieth Century Music	2	
MU 04	Music Theory or History Elective		2
MU 04	Music Elective		2
MUPR 0405 117 117	Major Ensemble	1	1
Non-Music Electives		3	3
Common Curriculum		3	3
TOTAL: 135 cr. hrs.		14	16

[1]Organ and harpsichord students substitute appropriate music literature in place of piano literature. Six credit hours are required. Two years of foreign language study is recommended.

BACHELOR OF MUSIC — VOICE PERFORMANCE

		F	S
Freshman (37 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUGN 0404 100 —	Italian Diction	1	
MUGN 0404 — 101	Italian Vocal Repertoire		0
MUTH 0403 102-103	Theory I-II	4	4
MUPR 0405 114-115	Piano Class I-II	2	2
MUPR 0405 112 112	Applied Study: Individual	3	3
MUPR 0405 118 118	Opera Workshop		1
MUHL 0407 104-105	Introduction to Music Literature I-II	1	1
MUPR 0405 117 117	Major Ensemble	1	1
MUPR 0405 118 —	Minor Ensemble	1	
ENGL 0217 122 —	Analysis of Argument	3	
Common Curriculum		3	6
		19	18
Sophomore (35 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUGN 0404 200 —	French Diction	1	
MUGN 0404 — 201	French Vocal Repertoire		0
MUTH 0403 202-203	Theory III-IV	4	4
MUPR 0405 214-215	Piano Class III-IV	2	2
MUPR 0405 112 112	Applied Study: Individual	3	3
MUPR 0405 118 118	Opera Workshop	1	1
MUPR 0405 117 117	Major Ensemble	1	1
Foreign Language[1]		3	3
Common Curriculum		3	3
		18	17
Junior (34 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUGN 0404 300 —	German Diction	1	
MUGN 0404 — 301	German Vocal Repertoire		0
MUPR 0405 — 310	Junior Recital		0
MUTH 0403 302 —	Counterpoint I	2	
MUPR 0405 312 312	Applied Study: Individual	3	3
MUHL 0407 304-305	Survey of Music History I-II	3	3
MUPR 0405 118 118	Opera Workshop	1	1
MUPR 0405 117 117	Major Ensemble	1	1
Foreign Language[1]		3	3
Common Curriculum		3	6
		17	17

[1]Language study in French and/or German is recommended.

Senior (28 cr. hrs.)					
MUPR	0405	113	113	Recital Hour	0 0
MUPR	0405	—	410	Senior Recital	0
MUTH	0403	402	—	Form & Analysis I	2
MUPR	0405	312	312	Applied Study: Individual	3 3
MUPR	0405	308	—	Essentials of Conducting	2
MUPR	0405	—	311	Choral Conducting	2
MUPR	0405	118	—	Opera Workshop	1
MUPR	0405	117	117	Major Ensemble	1 1
MUPR	0405	118		Minor Ensemble	0 1
Non-Music Elective					3
Common Curriculum					6 6
					18 13

TOTAL: 137 cr. hrs.

BACHELOR OF MUSIC—JAZZ STUDIES

Freshman (36 cr. hrs.)					F S
MUPR	0405	113	113	Recital Hour	0 0
MUTH	0403	102	103	Theory I-II	4 4
MUPR	0405	114	115	Piano Class I-II[1]	2 2
MUPR	0405	112	112	Applied Study	3 3
MUPR	0406	108	109	Improvisation I-II	1 1
MUHL	0407	104	105	Introduction to Music Lit. I-II	1 1
MUPR	0405	118	118	Major Ensemble	1 1
ENGL	0217	122	—	Analysis of Argument	3
Common Curriculum					3 6
					18 18

Sophomore (35 cr. hrs.)					
MUPR	0405	113	113	Recital Hour	0 0
MUTH	0403	202	204	Theory III-IV	4 4
MUPR	0405	214	—	Piano Class III[1]	2
MUPR	0405	112	112	Applied Study	3 3
MUJZ	0406	107	—	Jazz Piano and Theory	1
MUJZ	0406	106	—	Introduction to Jazz Lit	1
MUPR	0405	308	—	Essentials of Conducting	2
MUJZ	0406	—	204	Evolution of Jazz	2
MUPR	0405	118	118	Major Ensemble	1 1
MUPR	0405	119	119	Jazz Combo	1 1
Common Curriculum					3 6
					18 18

[1]Jazz Piano Majors should take Electronic Music I and Electronic Music II or Seminar in Recording Techniques II in place of Piano Class I, II, and III.

Junior (37 cr. hrs.)

MUPR	0405	113	113	Recital Hour	0	0
MUPR	0405	—	310	Junior Recital		0
MUTH	0403	306	—	Orchestration I	2	
MUGN	0404	315	—	Seminar in Rec. Tech. I		3
MUJZ	0406	208	209	Improvisation III-IV	1	1
MUPR	0405	312	312	Applied Study	3	3
MUGN	0404	220	—	Business of Music	2	
MUHL	0407	304	305	Survey Music Hist I & II	3	3
MUPR	0405	118	118	Major Ensemble	1	1
MUPR	0405	119	119	Jazz Combo	1	1
Common Curriculum					6	6
					19	18

Senior (31 cr. hrs.)

MUPR	0405	113	113	Recital Hour	0	0
MUPR	0405	—	410	Senior Recital		0
MUTH	0403	304	—	Jazz Composition	2	
MUTH	0403	—	309	Modern Arranging		2
MUJZ	0406	308	309	Improvisation V-VI	1	2
MUPR	0405	312	312	Applied Study	3	3
MUHL	0407	404	—	Twentieth Century Music	2	
MUPR	0405	118	118	Major Ensemble	1	1
MUPR	0405	119	119	Jazz Combo	1	1
Common Curriculum					6	
Non-Music Electives						6
					16	15

TOTAL: 139 cr. hrs.

BACHELOR OF MUSIC IN PIANO PEDAGOGY

		F	S
Freshman (34 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 102-103	Theory I-II	4	4
MUPR 0405 112 112	Applied Study: Individual	3	3
MUPD 0408 110-111	Introduction to Piano Pedagogy I-II	2	2
MUHL 0407 104-105	Introduction to Music Literature I-II	1	1
MUPR 0405 117 117	Major Ensemble	1	1
ENGL 0217 122 —	Analysis of Argument	3	
Common Curriculum		3	6
		17	17
Sophomore (39 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 202-203	Theory III-IV	4	4
MUPR 0405 112 112	Applied Study: Individual	3	3
MUPD 0408 210-211	Piano Pedagogy III-IV	2	2
MUED 0401 — 308	General Music Education Methods		2
MUPR 0405 216 216	Accompanying	1	1
MUPR 0405 117 117	Major Ensemble	1	1
PSYC 0236 100	Introduction to Psychology	3	
EDEL 0208 205	Child Psychology	3	
Common Curriculum		6	3
		20	19
Junior (32 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 — 303	Counterpoint II		2
MUPR 0405 312 312	Applied Study: Individual	3	3
MUHL 0407 304-305	Survey of Music History I-II	3	3
MUPD 0408 310-311	Piano Pedagogy V-VI	1	1
MUPR 0405 117 117	Major Ensemble	1	1
PHED 0215 219 —	Rhythm and Movement	2	
Common Curriculum		6	6
		16	16
Senior (26 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUPR 0405 — 410	Senior Recital		0
MUTH 0403 402-403	Form & Analysis I-II	2	2
MUPR 0405 312 312	Applied Study: Individual	3	3
MUPD 0408 410-411	Piano Pedagogy VII - VIII	1	1
MUHL 0407 308-309	Piano Literature I-II	3	3
MUPR 0405 117 117	Major Ensemble	1	1
Non-Music Elective			3
Common Curriculum		3	3
		13	16

TOTAL: 134 cr. hrs.

BACHELOR OF MUSIC IN THEORY AND COMPOSITION

			F	S
Freshman (34 cr. hrs.)				
MUPR 0405 113 113	Recital Hour		0	0
MUTH 0403 102-103	Theory I-II		4	4
MUPR 0405 112 112	Applied Study: Individual		2	2
MUPR 0405 114-115	Piano Class I-II[1]		2	2
MUTH 0403 110-111	Composition Survey I-II		1	1
MUHL 0407 104-105	Introduction to Music Literature I-II		1	1
MUPR 0405 117 117	Major Ensemble		1	1
ENGL 0217 122 —	Analysis of Argument		3	0
Common Curriculum			3	6
			17	17
Sophomore (30 cr. hrs.)[2]				
MUPR 0405 113 113	Recital Hour		0	0
MUTH 0403 202-203	Theory III-IV		4	4
MUTH 0403 210-211	Composition Essentials I-II		1	1
MUGN 0404 — 315	Seminar in Recording Techniques I		—	3
MUPR 0405 112 112	Applied Study: Individual		2	2
MUPR 0405 214 —	Piano Class III		2	—
MUPR 0405 308 —	Essentials of Conducting		2	
MUPR 0405 309 or 311	Instrumental or Choral Conducting			2
MUPR 0405 117 117	Major Ensemble		1	1
Common Curriculum	(Computer Science, Acoustics or Aesthetics)		6	3
			18	16
Junior (36 cr. hrs.)				
MUPR 0405 113 113	Recital Hour		0	0
MUTH 0403 302-303	Counterpoint I-II		2	2
MUTH 0403 310-311	Composition III-IV		2	2
MUTH 0403 306-307	Orchestration I-II		2	2
MUPR 0405	Applied Study: Individual or Class[3]		2	2
MUHL 0407 304-305	Survey of Music History I-II		3	3
MUTH 0403 — 305	Electronic Music			3
MUPR 0405 117 117	Major Ensemble		1	1
Common Curriculum			6	3
			18	18

[1]If the primary performance area is a keyboard instrument, an orchestral string instrument must be substituted.

[2]By the end of the sophomore year, all students in this degree program are **required** to demonstrate a keyboard skill appropriate to the theorist/composer's needs in score reading, analysis and teaching. Should the theory faculty determine that a student has not achieved the required proficiency by that time, he or she must work—under the direction of the department—until that deficiency is remedied. During this time, junior—but not senior—level courses may be taken.

[3]Students will be **advised** to achieve at least minor performance competence in instrumental families (including voice) outside their current familiarity; their primary purpose in this should be not so much to perform as to become able to write with recognition of the idiomatic capabilities of a broad range of musical aggregations.

Senior (31 cr. hrs.)

MUPR	0405	113	113	Recital Hour	0	0
MUPR	0405	—	410	Senior Recital[4]		0
MUTH	0403	402-403		Form and Analysis I-II	2	2
MUTH	0403	410-411		Composition V-VI	2	2
MUPR	0405			Applied Study: Individual or Class[3]	2	2
MUHL	0407	404	—	Twentieth-Century Music	2	
MUPR	0405	117	-	Major Ensemble	1	1
Non-Music Electives					3	3
Common Curriculum					3	6
					15	15

TOTAL: 134 cr. hrs.

[3]Students will be advised to achieve at least minor performance competence in instrumental families (including voice) outside their current familiarity; their primary purpose in this should be not so much to perform as to become able to write for a broad range of musical aggregations.
[4]A recital consisting of original works, prepared by the student, must be presented in substitution for an ordinary performance recital.

BACHELOR OF MUSIC WITH MINORS
MUSIC CORE REQUIREMENTS

Recital Hour (8 sem.) ..... 0 cr. hrs.
Music Theory (4 sem.) ..... 16 cr. hrs.
- Theory I (MUTH 102)
- Theory II (MUTH 103)
- Theory III (MUTH 202)
- Theory IV (MUTH 203)

Applied Study: Individual (6 sem.) ..... 12 cr. hrs.
History (4 sem.) ..... 8 cr. hrs.
- Introduction to Music Literature I (MUHL 104)
- Introduction to Music Literature II (MUHL 105)
- Survey of Music History I (MUHL 304)
- Survey of Music History II (MUHL 305)

Class Piano (3 sem.) ..... 6 cr. hrs.
- Piano Class I (MUPR 114)
- Piano Class II (MUPR 115)
- Piano Class III (MUPR 214)

Major Ensembles (6 sem.) ..... 6 cr. hrs.
Conducting (1 sem.) ..... 2 cr. hrs.
- Essentials of Conducting (MUPR 308)

Junior Recital (Appearance) ..... 0 cr. hrs.

TOTAL: 50 cr. hrs.

BACHELOR OF MUSIC
MINOR IN BUSINESS ADMINISTRATION

I. **Music Core** ..... 50 cr. hrs.

II. **Music Cognate** ..... 12 cr. hrs.

MUGN	303	Internships (2 cr. hrs.)	
MUGN	220	Seminar in Music Business (2 cr. hrs.)	
MUGN	315	Seminar in Recording Techniques I (3 cr. hrs.)	
		Music Elective (2 cr. hrs.)	
Instrumental Track			
MUED	110	String Class I (1 cr. hr.)	
MUED	210	Brass/Percussion Class I (1 sem. hr.)	
MUED	310	Woodwinds Class I (1 cr. hr.)	
Vocal Track			
MUED	308	General Music or Ed. Methods (2 cr. hrs.)	
or			
MUED	307	Choral Education Methods (2 cr. hrs.)	
MUED	110	String Class I (1 cr. hr.)	
MUED	210	Brass/Percussion Class I (1 cr. hr.)	
MUED	310	Woodwind Class I (1 cr. hr.)	Choice 1 cr.
MUPR	414	Guitar Concepts I (1 cr. hr.)	

III. **Common Curriculum/English** ..... 39 cr. hrs.

IV. **Business** ..... 27 cr. hrs.

ACCT	100-101	Principles of Accounting I-II (6 cr. hrs.)
ECON	200	Principles of Microeconomics (3 cr. hrs.)
ECON	201	Principles of Macroeconomics (3 cr. hrs.)
LGST	305	Legal Environment of Business (3 cr. hrs.)
DECS	200	Business Statistics I (3 cr. hrs.)
FIN	300	Financial Management (3 cr. hrs.)
MKT	300	Basic Marketing (3 cr. hrs.)
MGT	300	Principles of Management (3 cr. hrs.)

V. **Math/Computer Science** ..... 9 cr. hrs.

COSC	106	Microcomputers and Productivity (3 cr. hrs.)
MATH	115	Introduction to Finite Mathematics (3 cr. hrs.)
MATH	116	Survey of Calculus (3 cr. hrs.)

TOTAL: 137 cr. hrs.

BACHELOR OF MUSIC
MINOR IN COMMUNICATIONS

I. **Music Core**.....50 cr. hrs.
II. **Music Cognate**.....12 cr. hrs.
MUGN 303 Internships (3 cr. hrs.)
MUJZ 103 Business of Music (1 cr. hr.)
MUGN 315 Seminar in Recording Techniques I (3 cr. hrs.)
Music Electives (5 cr. hrs.)
III. **Common Curriculum/English**.....39 cr. hrs.
IV. **Communications**.....27 cr. hrs.
CMMN 100 Introduction to Mass Communications (3 cr. hrs.)
CMMN 101 Writing for the Mass Media (3 cr. hrs.)
Broadcast Production, Broadcast Journalism, Print Journalism, Advertising, Public Relations, or Communications Studies Sequence (21 cr. hrs.)
V. **Electives**.....3 cr. hrs.
TOTAL: 131 cr. hrs.

BACHELOR OF MUSIC
MINOR IN COMPUTER SCIENCE

I. **Music Core**.....50 cr. hrs.
II. **Music Cognate**.....12 cr. hrs.
MUTH 402-403 Form and Analysis I-II (4 cr. hrs.)
Applied Study: Individual (4 cr. hrs.)
Music History Elective (2 cr. hrs.)
Music Elective (2 cr. hrs.)
III. **Common Curriculum/English**.....39 cr. hrs.
IV. **Math/Computer Science**.....24 cr. hrs.
COSC 210 Programs and Problem Solving (3 cr. hrs.)
COSC 215 Fundamental Structures of Computer Science (3 cr. hrs.)
COSC 225 Abstract and Real Machines (3 cr. hrs.)
COSC 260 Algorithms and Their Analysis (3 cr. hrs.)
COSC 275 Languages and Their Processors (3 cr. hrs.)
MATH 203 Computational Matrix Algebra (3 cr. hrs.)
MATH 204 Discrete Math Structures (3 cr. hrs.)
PHIL 206 Introduction to Symbolic Logic (3 cr. hrs.)
V. **Electives**.....6 cr. hrs.
TOTAL: 131 cr. hrs.

BACHELOR OF MUSIC
MINOR IN DRAMA

I. **Music Core** ..... 50 cr. hrs.
II. **Music Cognate** ..... 12 cr. hrs.
Selected from the following:
Eurhythmics or Rhythm and Movement (4 cr. hrs.)
Opera Workshop (6 cr. hrs.)
Major or Minor Applied Study (4 cr. hrs.)
Major or Minor Applied Study (4 cr. hrs.)
Conducting II (2 cr. hrs.)
III. **Common Curriculum/English** ..... 39 cr. hrs.
IV. **Drama** ..... 23 cr. hrs.
DRAM 103 or 104 Stagecraft I or II (3 cr. hrs.)
DRAM 110 or 112 or 262 (any combination totalling 6 cr. hrs.)
Movement Theatre Workshop (3 cr. hrs.)
Vocal Theatre Workshop (3 cr. hrs.)
Theatre Workshop (3 cr. hrs.)
DRAM 220 Acting I (3 cr. hrs.)
DRAM 300 Play Production (3 cr. hrs.)
DRAM 410 Directing (3 cr. hrs.)
DRAM 455 Theatre Management (2 cr. hrs.)
Drama Electives (5 cr. hrs.)
V. **Electives** ..... 7 cr. hrs.
TOTAL: 131 cr. hrs.

BACHELOR OF ARTS IN MUSIC
COMMON CURRICULUM REQUIREMENTS

A. **Composition** (3 cr. hrs.) Analysis of Argument (ENGL 122)

B. **Philosophy** (9 cr. hrs.)
   1. Introduction to Philosophy (PHIL 122),
   2. Two other courses.

C. **Religious Studies** (9 cr. hrs.)
   1. Introduction to Religious Studies (RELS 122),
   2. Two other courses.

D. **General Studies** (21 cr. hrs.)
   1. Social/Behavioral Sciences (6 cr. hrs.)
      a. World Civilization I or II (HIST 122 or 124)
      b. One other course (communications, history, political science, psychology, sociology or economics)
   2. Humanities/Arts (6 cr. hrs.)
      a. The Emerging Self (LIT 125)
      b. One other course (drama, classical humanities, literature, modern foreign languages or visual arts).
   3. Natural Sciences (9 cr. hrs.)
      a. One freshman-level natural science course (BIOL 122, CHEM 122 or PHYS 122)
      b. Math Models (MATH 122)
      c. One other course (biology, chemistry, mathematics/computer science or physics)

E. **Electives** (6 cr. hrs.)

BACHELOR OF ARTS IN MUSIC
MUSIC HISTORY

Freshman (32 cr. hrs.)		F	S
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 102-103	Theory I-II	4	4
MUPR 0405 114-115	Piano Class I-II	2	2
MUPR 0405 112 112	Applied Study: Individual	2	2
MUHL 0407 104-105	Introduction to Music Literature I-II	1	1
MUPR 0405 117 117	Major Ensemble	1	1
Common Curriculum		3	6
ENGL 0217 122		3	0
		16	16

Sophomore (34 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 202 —	Theory III	4	
MUPR 0405 112 112	Applied Study: Individual	2	2
MUPR 0405 117 117	Major Ensemble	1	1
Adjuncts[1]		3	6
Common Curriculum		6	9
		16	18

Junior (34 cr. hrs.)		F	S
MUPR 0405 113 113	Recital Hour	0	0
MUPR 0405 312 312	Applied Study: Individual	2	2
MUHL 0407 304-305	Survey of Music History I-II	3	3
Nonmusic Elective			3
Adjuncts[1]		6	3
Common Curriculum		6	6
		17	17

Senior (33 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 402 403	Form and Analysis I-II	2	2
MUHL 0407 404 —	Twentieth Century Music	2	
MUHL — 407 or 410	Opera Lit or Orch. Lit		2
MUGN 0404 401 —	Music Bibliography	2	
MUGN 0404 — 499	Ind. Study: Senior Project		2
Nonmusic Elective		3	3
Adjuncts[1]		3	3
Common Curriculum		6	3
TOTAL: 133 cr. hrs.		18	15

[1] See advisor for listing of adjunct courses.

BACHELOR OF ARTS IN MUSIC
MUSIC THEORY

Freshman (32 cr. hrs.)		F	S
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 102-103	Theory I-II	4	4
MUPR 0405 114-115	Piano Class I-II	2	2
MUPR 0405 112 112	Applied Study: Individual	2	2
MUHL 0407 104-105	Introduction to Music Literature I-II	1	1
MUPR 0405 117 117	Major Ensemble	1	1
Common Curriculum		3	6
COMP 0217 122 Analysis of Argument		3	0
		16	16

Sophomore (36 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 202 203	Theory III-IV	4	4
MUPR 0405 112 112	Applied Study: Individual	2	2
Adjuncts[1]		3	3
Common Curriculum		9	9
		18	18

Junior (33 cr. hrs.)		F	S
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 302-303	Counterpoint I-II	2	2
MUTH 0403 306 —	Orchestration I	2	
MUHL 0407 304 305	Survey of Music History I-II	3	3
Adjuncts[1]		6	3
Common Curriculum		3	9
		16	17

Senior (32 cr. hrs.)			
MUPR 0405 113 113	Recital Hour	0	0
MUTH 0403 402-403	Form and Analysis I-II	2	2
MUGN 0404 401 —	Music Bibliography	2	
MUGN 404 404-499	Ind. Study: Senior Project		2
Nonmusic Elective		6	3
Adjuncts[1]		3	6
Common Curriculum		3	3
TOTAL: 133 cr. hrs.		16	16

[1]See advisor for listing of adjunct courses.

BACHELOR OF MUSIC EDUCATION
NON-MUSIC REQUIREMENTS[1]

A. **Philosophy** (3 cr. hrs.) Introduction to Philosophy (PHIL 122)
B. **Religious Studies** (3 cr. hrs.) Introduction to Religious Studies (RELS 122)
C. **General Studies** (46 cr. hrs.)
   1. English and/or Literature (12 cr. hrs.)
      a. Analysis of Argument — ENGL 122
      b. Three other courses
   2. Social/Behavioral Sciences (12 cr. hrs.)
      a. World Civilization I or II — HIST 122 or 124
      b. U.S. History I or II — HIST 200 or 201
      c. Two other courses (history, political science, sociology, psychology, or economics)
   3. Sciences (12 cr. hrs.)
      a. Cultural Biology — BIOL 122
      b. Two or three other courses (chemistry and physics)
   4. Mathematics (6 cr. hrs.)
      a. Math Models — MATH 122 or Intro to Finite Math — Math 115
      b. One other course
   5. Health and Physical Education (4 cr. hrs.)
      a. Rhythm and Movement — EDUC 277
      b. One other course

[1]These courses must be taken from common curriculum listings whenever possible; when that is not possible, other courses may be substituted in fulfillment of these state required, certification courses.

BACHELOR OF MUSIC EDUCATION — INSTRUMENTAL

			F	S
Freshman (40 cr. hrs.)				
MUPR	0405 113 113	Recital Hour	0	0
MUTH	0403 102-103	Theory I-II	4	4
MUPR	0405 114-115	Piano Class I-II	2	2
MUPR	0405 112 112	Applied Study: Individual	2	2
MUED	0401 110-111	String Class I-II[1]	1	1
MUHL	0407 104-105	Introduction to Music Literature I-II	1	1
MUPR	0405 117 117	Major Ensemble	1	1
ENGL	0217 122 —	Analysis of Argument	3	0
Common Curriculum			6	9
			20	20
Sophomore (40 cr. hrs.)				
MUPR	0405 113 113	Recital Hour	0	0
MUTH	0403 202-203	Theory III-IV	4	4
MUPR	0405 214 —	Piano Class III	2	
MUPR	0405 112 112	Applied Study: Individual	2	2
MUED	0401 — 200	Field Experience in Music Education		0
MUED	0401 210-211	Brass & Percussion Class I-II[1]	2	2
MUPR	0405 117 117	Major Ensemble	1	1
EDUC	0214 100 —	Foundations of Education	3	
EDSE	0212 — 200	Adolescent Psychology		3
OR				
EDEL	0218 — 205	Child Psychology		3
Common Curriculum			7	7
			21	19

[1]The sequence of instrumental techniques classes will be determined in consultations between individual students and the music education coordinator. The student's primary performance area will be a major consideration.

Junior (42 cr. hrs.)					F	S
MUPR	0405	113	113	Recital Hour	0	0
MUTH	0403	306	—	Orchestration I	2	
MU	04	—		Music Theory or History Elective		2
MUHL	0407	304-305		Survey of Music History I-II	3	3
MUPR	0405	312	312	Applied Study: Individual	2	2
MUPR	0405	308	—	Essentials of Conducting	2	
MUPR	0405	—	309	Instrumental Conducting		2
MUPR	0405	414	—	Guitar Concepts I	1	
MUED	0401	310-311		Woodwind Class I-II[1]	2	2
MUED	0401	—	308	General Music Education Methods		2
MUED	0401	309	—	Psychology of Teaching Music in Secondary Schools	3	
MUED	0401	200	—	Field Experience in Music Education	0	
MUED	0401	—	306	Instrumental Music Education Methods		2
MUPR	0405	117	117	Major Ensemble	1	1
EDUC	0214	277	—	Rhythm and Movement	2	
EDUC	0214		220	Health and Physical Education Elective		2
				Teaching Reading (Elective)	3	
					21	18

Senior (26 cr. hrs.)						
MUPR	0405	—	113	Recital Hour		0
MUPR	0405	—	310	Junior Recital (appearance)		0
MUED	0401	300	—	Student Teaching Seminar	0	
MUED	0401	400	—	Student Teaching	9	
MUPR	0405	—	117	Major Ensemble		1
HIST	0222	200 or 201		U.S. History I or II		3
Common Curriculum						13
					9	17

TOTAL: 148 cr. hrs.

[1]The sequence of instrumental techniques classes will be determined in consultations between individual students and the music education coordinator. The student's primary performance area will be a major consideration.

BACHELOR OF MUSIC EDUCATION — VOCAL[1]

Freshman (38 cr. hrs.)			F	S
MUPR 0405 113 113	Recital Hour		0	0
MUGN 0404 101 —	Italian Vocal Repertoire		0	0
MUTH 0403 102-103	Theory I-II		4	4
MUPR 0405 114-115 or 112-112	Applied Study: Class or Individual (Piano)		2	2
MUPR 0405 112 112	Applied Study: Individual (Voice)		2	2
MUED 0401 200-201	Field Experience In Music Education		0	0
MUHL 0407 104-105	Introduction to Music Literature I-II		1	1
MUPR 0405 117 117	Major Ensemble		1	1
LIT 0218 — 306	Grammar and Language			3
ENGL 0217 122 —	Analysis of Argument		3	0
Common Curriculum			6	6
			19	19

Sophomore (41 cr. hrs.)				
MUPR 0405 113 113	Recital Hour		0	0
MUGN 0404 201 —	French Vocal Repertoire		0	
MUTH 0403 202-203	Theory III-IV		4	4
MUPR 0405 214-215 or 112-112	Applied Study: Class or Individual (Piano)[2]		2	2-3
MUPR 0405 112 112	Applied Study: Individual (Voice)[2]		2	2-3
MUPR 0405 414-415	Guitar Concepts I-II		1	1
MUED 0401 200 200	Field Experience in Music Education		0	0
MUPR 0405 117 117	Major Ensemble		1	1
EDUC 0214 100 —	Foundations of Education		3	
EDSE 0212 — 200 OR	Adolescent Psychology			3
EDEL 0218 — 205	Child Psychology			3
Common Curriculum			7	7
			20	21

[1]This course of study is designed to accommodate students who wish to pursue a music education curriculum and whose primary performance area is either voice or keyboard. Adjustments in applied music focus are available at both the sophomore and junior levels. Teaching certification, in either case, would be in vocal music.

[2]In the second semester of the sophomore year and in the entire junior year, students whose primary performance area is voice should register for two credit hours of piano and three credit hours of voice; students whose primary performance area is piano should register for three credit hours of piano and two credit hours of voice.

					F	S
Junior (41 cr. hrs.)						
MUPR	0405	113	113	Recital Hour	0	0
MUGN	0404	301	—	German Vocal Repertoire	0	
MUPR	0405	312	312	Applied Study: Individual		
	or	112	112	(Piano)[2]	2-3	2-3
MUPR	0405	312	312	Applied Study: Individual (Voice)[2]	2-3	2-3
MUTH	0403	306	—	Orchestration I	2	
MUHL	0407	304-305		Survey of Music History I-II	3	3
MU	04	—		Music Theory or History Elective		2
MUPR	0405	308	—	Essentials of Conducting	2	
MUPR	0405	—	311	Choral Conducting		2
MUED	0401	—	308	General Music Education Methods		2
MUED	0401	309	—	Psychology of Teaching Music in Secondary Schools	3	
MUED	0401	200	200	Field Experience in Music Education	0	0
MUPR	0405	117	117	Major Ensemble	1	1
HIST	0222	200 or 201		U.S. History I or II	3	
EDUC	0214	277	—	Rhythm and Movement	2	
EDUC	0214	—		Health and Physical Education Elective		2
Common Curriculum						3
					21	20
Senior (28 cr. hrs.)						
MUPR	0405	113	—	Recital Hour	0	
MUPR	0405	310	—	Junior Recital (appearance)	0	
MUED	0401	200		Field Experience in Music Education	0	
MUED	0401	—	300	Student Teaching Seminar		0
MUED	0401	—	400	Student Teaching		9
MUED	0401	307	—	Choral Music Education Methods	2	
MUPR	0405	117	—	Major Ensemble	1	
				Teaching Reading (Elective)	3	
Common Curriculum					10	
					16	9

TOTAL: 148 cr. hrs.

[2]In the second semester of the sophomore year and in the entire junior year, students whose primary performance area is voice should register for two credit hours of piano and three credit hours of voice; students whose primary performance area is piano should register for three credit hours of piano and two credit hours of voice.

OPTIONAL MINORS FOR MUSIC EDUCATION

Students in any of the music education programs may elect to take additional work in jazz studies or special music education. In addition to the chosen curriculum, those minor courses that must be added are:

Jazz Studies	Cr. Hrs.
Jazz Band	6
Introduction to Jazz Literature or Jazz Piano and Theory	1
Improvisation	2
Evolution of Jazz Styles	2
Jazz Combo	2
	13

Special Music Education	Cr. Hrs.
Music Therapy II	4
Music Therapy III	4
Selected Courses in Psychology/Special Education	4
Functional Skills and Practicum Experience	0
	12

BACHELOR OF MUSIC THERAPY
NON-MUSIC REQUIREMENTS[1]

A. **Composition** (3 cr. hrs.) Analysis of Argument (ENGL 122)

B. **Philosophy** (6 cr. hrs.)
   1. Introduction to Philosophy (PHIL 122)
   2. One other course

C. **Religious Studies** (6 cr. hrs.)
   1. Introduction to Religious Studies (RELS 122)
   2. One other course.

D. **General Studies** (32 cr. hrs.)
   1. Humanities/Arts (9 cr. hrs.)
      a. The Emerging Self (LIT 125)
      b. Two other courses (literature, drama, visual arts, classical humanities, modern foreign languages, philosophy, or religious studies).
   2. Behavioral/Health/Natural Sciences (24 cr. hrs.)
      a. Introduction to Psychology (PSYC 100)
      b. Introduction to Research (PSYC 200)
      c. Statistics and Methods (PSYC 205)
      d. Abnormal Psychology (PSYC 335)
      e. Psychology of the Exceptional Child (EDEL 210)
      f. Physiological Psychology (PSYC 315)
      g. Electives (6 cr.hrs.)

[1]These courses must be taken from common curriculum listings whenever possible; when that is not possible, other courses may be substituted in fulfillment of these required certification courses.

BACHELOR OF MUSIC THERAPY [1]

			F	S
Freshman (36 cr. hrs.)				
MUPR 0405 113 113	Recital Hour		0	0
MUTH 0403 102-103	Theory I-II		4	4
MUPR 0405 112 112	Applied Study: Individual		2	2
MUPR 0405 114-115	Piano Class I-II		2	2
MUPR 0405 414-415	Guitar Concepts I-II		1	1
MUGN 0404 — 308	Recreational Music			2
MUTY 0402 — 116	Music Therapy I		4	
MUTY 0402 117 —	Field Studies I		1	
MUPR 0405 117 117	Major Ensemble		1	1
PSYC 0236 100 —	Introduction to Psychology			3
ENGL 0217 122 —	Analysis of Argument		3	0
Common Curriculum			0	3
			18	18
Sophomore (38 cr. hrs.)				
MUPR 0405 113 113	Recital Hour		0	0
MUTH 0403 202 —	Music Theory III		4	
MUPR 0405 112 112	Applied Study: Individual		2	2
MUPR 0405 214 —	Piano Class III		2	
MUTY 0402 — 216	Music Therapy II			4
MUTY 0402 — 217	Field Studies II			1
MU 04	Music Elective			3
MUPR 0405 117 117	Major Ensemble		1	1
PSYC 0236 200 —	Introduction to Research		3	
PSYC 0236 — 205	Statistics and Methods			3
Common Curriculum			6	6
			18	20
Junior (38 cr. hrs.)				
MUPR 0405 113 113	Recital Hour		0	0
MUTH 0403	Theory Elective		2	
MUPR 0405 308 —	Essentials of Conducting		2	
MUHL 0407 304-305	Survey of Music History I-II		3	3
MU 04	Music Electives			4
MUTY 0402 316 —	Music Therapy III		4	
MUTY 0402 — 317	Field Studies III			1
MUPR 0405 117 117	Major Ensemble		1	1
BIOL[2] 0201 105 —	Biology: Allied Health		4	
BIOL[2] 0201 — 210	Anatomy, Physiology, Kineseo logy I			4
PSYC 0236 335 —	Abnormal Psychology		3	
Non-Music Elective				3
Common Curriculum				3
			19	19

[1]A separate curriculum listing which leads towards both registration in music therapy as well as certification in music education is available upon request.

[2]The student can elect to take Physiological Psychology (PSYC 315) in lieu of BIOL 105 and 210.

Senior (24 cr. hrs.)				F	S
MUPR	0405	113 —	Recital Hour	0	
MUPR	0405		Applied Music Elective	2	
MU	04		Music Elective	3	
MUPR	0405	114 —	Class Voice	2	
MUTY	0402	416 —	Music Therapy IV	4	
MUTY	0402	417 —	Field Studies IV	1	
MUTY	0402	— 418	Music Therapy V		1
MUPR	0405	117 —	Major Ensemble	1	
EDEL	0208	210 —	Psychology of the Exceptional Child	3	
Common Curriculum				3	
				19	1

TOTAL: 133 cr. hrs.

MINOR IN MUSIC[1]

MUTH	102	Theory I **Prerequisite:** Elements of Music Theory (MUTH 100) or equivalent knowledge.	4 cr. hrs.
MUTH	103	Theory II	4 cr. hrs.
MUHL	104	Introduction to Music Literature I	1 cr. hr.
MUHL	105	Introduction to Music Literature II	1 cr. hr.
MUPR	112	Applied Study: Individual (Instrument or Voice) **Prerequisite:** Freshman level competency	2 cr. hrs.
MUPR	112	Applied Study: Individual (Instrument or Voice)	2 cr. hrs.
MUPR	117	Major Ensemble (Instrumental or Choral)	1 cr. hr.
MUPR	117	Major Ensemble (Instrumental or Choral)	1 cr. hr.
MUPR	114	Applied Study: Class I (Piano, Voice or Guitar)	2 cr. hrs.
MUPR	114	Applied Study: Class II (Piano, Voice or Guitar)	2 cr. hrs.
		Music Electives[2] from	7 cr. hrs.
MUHL		Music History/Literature	
MUJZ		Jazz Studies	
MUPR		Ensembles Only	
MUTH		Music Theory	

TOTAL: 27 cr. hrs.

MINOR IN BALLET[1]

MUGN	311	Intermediate Ballet	2 cr. hrs.
MUGN	411	Ballet Repertory (Repeated 7 semesters)	21 cr. hrs.
MUGN	499	Independent-Choreography	1 cr. hr.
MUGN	142	History of Dance	3 cr. hrs.

TOTAL: 27 cr. hrs.

[1]This minor is in conjunction with a degree from the College of Arts and Sciences or Business.
[2]Neither Elements of Music Theory (MUTH 100) nor pre-freshman level applied study (MUPR 012) may be counted in the total requirements of this program. Private Applied Study (MUPR 112) in addition to the required two semesters may be taken as an elective with the approval of both the studio teacher and the dean of the College of Music.

SUMMER SESSIONS

Director: Richard A. Lucore, Cand.Ed.D. *Office:* 211 Stallings Hall

The summer sessions of Loyola offer to students from the Greater New Orleans area and across the country the opportunity to do significant academic work in a compressed time period. Loyola offers summer instruction in many areas: the Colleges of Arts and Sciences, Business Administration, and Music; City College; in graduate studies, and in law. The courses offered are, in most instances, standard offerings which will transfer to other colleges and universities. Some relate directly to the curriculum patterns of Loyola and their requirements. In all cases, the offerings are designed to make available to students the chance to work toward completion of a degree program in a shorter time. Special summer programs in communications, drama, and international studies are offered.

Two five-week as well as seven- and eight-week terms are offered. A summer session bulletin detailing the courses offered and their times is published in March. Contact the Registrar's Office for a copy.

ADMISSION

All Loyola students, any student in good standing at another university, and all entering freshmen are eligible to attend the summer sessions. Undergraduate students not currently enrolled at Loyola should write directly to the director of admissions for applications and information. Students who are interested in law school should write to the director of admissions of the Law School.

REGULATIONS

All the general rules of the university apply, as described in this Bulletin, with the following exception: a student may schedule no more than six hours a session (or seven, if one course is a laboratory science course) without the written permission of his or her dean, and only then if the student has a cumulative average of 3.0 or better. Loyola students are reminded that they may do summer work elsewhere only if they are in good standing and have the written permission of their advisor and their dean.

HOUSING

Campus housing is available during the summer. For further information refer to the chapter titled *Student Life.*

SPECIAL PROGRAMS

Director: Julianne Maher, Ph.D. *Office:* 211A Stallings Hall
*Coordinator:*Meryl Weidemann Bel, B.L.S.

Loyola University offers courses for specific audiences. All of these extension courses are approved for academic credit by the university.

ADMISSIONS

Admission to one of these courses represents admission for the particular course and not to the university. Regularly admitted and enrolled Loyola students may also enroll in special programs courses. Students not admitted to the university who are enrolling in such courses are classified as transient students, as admission credentials are not required. As a result of this limited admission and the extension facet of the courses, students may not be eligible for certain types of financial assistance. In addition, students excluded from a university will not receive credit. For all other students, these courses carry academic credit. Upon formal admission to the university, course work taken under special programs is subject to evaluation in terms of applicability to a degree.

REGISTRATION

Students are registered for courses offered through special programs at the first class meeting. If tuition is charged, full payment is required at that time. VISA and Mastercard accepted. There are no drops or adds, and no refunds are available. The instructor awards A, B+, B, C+, C, D+, D, F, WP or WF grades.

COURSES

All courses offered by the university may be offered through Special Programs. Instructors may be either full or part-time members of the faculty of the university.

ACADEMIC PROGRAMS

UNIVERSITY HONORS PROGRAM

The University Honors Program provides outstanding students with a challenging and integrated academic program of liberal arts studies which is taken in place of the university's Common Curriculum. Enrichment activities beyond the classroom and an expectation of community service are also components of this holistic educational experience.

Students with superior high school records are selected to enter the University Honors Program upon application to the University Honors Advisory Board. Applications should be sent to the director of the University Honors Program. Students in the program are required to participate in all University Honors courses and activities. In order to remain in the program they must also maintain the minimum grade point average established by the Honors Advisory Board and make normal progress toward graduation.

Program Description

Year	Course No.	Course	Cr. Hrs.
Freshman	HIST 0222 233	HONS World Civ I to 1650	3
	HIST 0222 234	HONS World Civ II to Present	3
	ENGL 0276 233	HONS LIT I: Classical Epic	3
	ENGL 0276 234	HONS LIT II: Modern Epic Tradition	3
Sophomore	PHIL 0233 233	HONS PHIL I: Ethics	3
	PHIL 0233 234	HONS PHIL II: Metaphysics	3
	RELS 0238 233	HONS RELS I: World Religions	3
	RELS 0238 234	HONS RELS II: Scriptural Theology	3
Junior	PHIL 0233 235	HONS PHIL III: Knowledge	3
	MATH 0223 233	HONS MATH: Western Civilization	3
	RELS 0238 235	HONS RELS III: Christian Culture	3
	*HONS 0204 433	HONS SCI: The Physical World	3
Senior	*HONS 0204 434	HONS SOC SCI: The Social World	3
	*HONS 0204 435	HONS SEM: Future Studies	3
	*HONS 0204 436	HONS: Thesis Orientation	1
	*HONS 0204 498	HONS: Thesis	2
	*HONS 0204 499	HONS: Independent Studies	arr.
	VISA 0241 233	HONS: Art	3

WRITING ACROSS THE CURRICULUM

Instituted in Fall 1986, the Writing Across the Curriculum Program is designed to help students improve their general and specialized writing skills. The program focuses upon clear and thoughtful expression as well as upon the writing required of specific disciplines. It emphasizes writing-as-process: research, note-taking, thinking, organizing, restructuring, and polishing. For further information, please contact the director of Writing Across the Curriculum.

JUNIOR YEAR IN ROME

Loyola University, Chicago, inaugurated the Rome Center of Liberal Arts for undergraduates in 1962. All classes are conducted in English.

Students from Loyola New Orleans, may attend the Rome Center provided Loyola of Chicago accepts their application for admission.

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*Starred courses constitute 12 hour collegiate component. Model given is for Arts and Science. Other colleges may substitute specific college courses. Consult advisor.

Courses taken at the Rome Center will be accepted as *transfer credit* by Loyola, New Orleans, provided permission of the chairperson and dean at Loyola, New Orleans, is obtained prior to enrollment in the courses.

Further information may be obtained in the Arts and Sciences Dean's Office.

SUMMER, SEMESTER, YEAR ABROAD PROGRAM IN MEXICO CITY

Loyola University offers a program of courses in Mexico City at the Jesuit Universidad Iberoamericana, one of the leading private universities in Latin America. The program aims to give students a mastery of conversational and written Spanish as well as a global perspective of Latin America's civilization and culture with a special emphasis on Mexico.

Mexico City is the world's largest city with 20 million inhabitants. It is itself a unique resource, offering visitors a majestic legacy of ancient temples and buildings of the pre-Columbian and Spanish past as well as an almost endless array of other attractions proper to a great cosmopolitan city. Classroom instruction will be enriched with a series of field trips to points of interest.

Courses will include Spanish courses taught in Spanish and courses from the disciplines of Communications, History, Political Science, Sociology, and Visual Arts. In the summer session most of the courses from disciplines other than Spanish are usually given in English; in the fall semester only three or four of these courses are in English; and in the spring semester all courses irrespective of their discipline are taught in Spanish. All courses will carry three semester hours of Loyola undergraduate credit.

Students should have intermediate Spanish to participate in the fall semester and advanced Spanish to participate in the spring semester. Students with no prior Spanish can participate in the summer program although beginning Spanish would be recommended.

For further information contact the Arts and Sciences dean's office.

UPWARD BOUND PROJECT

Upward Bound helps high school students from low-income families who are potentially first generation college students develop the skills and motivation necessary for success in college. Students are generally admitted after completion of the tenth grade. The project staff selects students on the recommendations of teachers, counselors, social service agencies, and others who are well acquainted with them. Upward Bound does not seek the "A" student who will go to college in any case. Rather, it seeks to help apathetic, possibly hostile youths with academic potential who have not had the preparation, motivation, or opportunity to realize or demonstrate their talents.

The on-campus summer program consists of a six-week session which normally emphasizes reading, writing, and other basic communication skills. There are courses in arts and sciences, field trips, and cultural events. Upward Bounders are provided two tuition free college courses for credit toward a college degree the summer following their graduation from high school. Upward Bounders talk with artists, performers, attend movies, concerts and write about their experiences in an attempt to broaden their horizons and gain perspective and understanding.

During the academic year, students are in contact with Upward Bound teachers, counselors, or tutors through meetings, classes, home visits, counseling sessions, or tutorials. The program's successful impact results from individual instruction and counseling, small classes, teachers who care and can communicate, college students

who live with Upward Bounders during the summer, and intensive student and parent participation.

While Upward Bound generally stops at the college gate, project staff try to ease the entry of Upward Bound students into college life. They work with college admissions officers, financial aid personnel, and others to provide individualized services for Upward Bounders.

Students who feel they may qualify for Upward Bound should contact their high school counselor or contact the Upward Bound project director at Loyola.

LOYOLA AND SOUTHERN REP THEATRE

Loyola University is affiliated with Southern Rep Theatre, a State Theatre of Louisiana and the only Equity theatre in Louisiana. Southern Rep offers internship programs to Loyola students and to students from all over the United States. Internship programs include: assistant stage manager, assistant director, lights, sound, costumes, public relations and media relations; and are available year-round.

Loyola students can participate in Southern Rep's Theatre Apprentice Program (TAP) and Adult Acting Class, by which students of all ages study with well-known actor Joe Warfield in the areas of improvisation, scene study, character study, and script analysis on the Loyola campus.

Loyola students are given priority for Southern Rep's Equity Membership Candidacy program by which a student interested in pursuing a career in theatre can accrue points towards his/her Equity Card, the union card for professional actors.

CENTER FOR JESUIT ACADEMIC FORMATION

Director: Rev. Stephen C. Rowntree, S.J. *Office:* 411 Bobet Hall
Associate Professor: Rev. John R. Stacer, S.J.
Assistant Professor: Fr. Claude N. Pavur, S.J.

The Center for Jesuit Academic Formation is an integral part of the College of Arts and Sciences. It exists to provide special faculty and undergraduate courses for the academic program designed for Jesuit seminarians in preparation for the priesthood. The center consists of a director and faculty members, who may or may not be also full- or part-time members of regular departments of the university, as well as a student body of Jesuit seminarians. Most of the courses offered by the center are open to a restricted number of non-Jesuit students, whether seminarians or not, who satisfy the prerequisites.

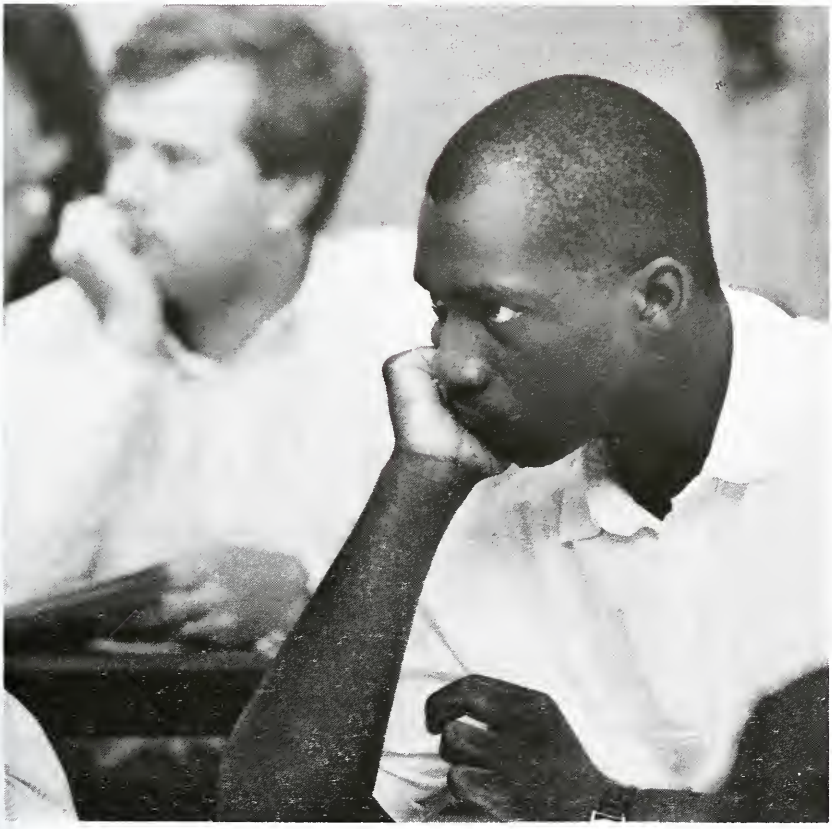
The two year program of the Jesuit Novitiate at St. Charles College in Grand Coteau, Louisiana, is a constituent part of the Center for Jesuit Academic Formation. Students in the Jesuit novitiate participate in a full-time program of preparation for becoming members of the Society of Jesus. This program consists of both academic courses for credit and non-credit practica and internships. The courses and programs of the Jesuit novitiate are open to novices of the Society of Jesus.

ACADEMIC HONORARY ORGANIZATIONS

The following Loyola chapters of national academic honorary organizations are officially recognized by the university.

Alpha Sigma Lambda, Delta Nu Chapter, a National Honor Society for Students in Adult Higher Education
Alpha Sigma Nu, a National Jesuit Honor Society
Beta Alpha Psi, a National Accounting Fraternity
Beta Beta Beta, a National Honor Society in Biology
Beta Gamma Sigma, a National Honor Society in Business Administration

Blue Key, a National Honor Society
Cardinal Key, a National Honor Society
Dobro Slovo, a National Slavic Honor Society
Kappa Delta Pi, an Honor Society in Education
Kappa Tau Alpha, a National Honor Society in Journalism and Mass Communication
Phi Alpha Theta, an International History Honor Society
Phi Eta Sigma, a National Freshman Honor Society
Psi Chi, a National Honor Society in Psychology
Sigma Tau Alpha, a National Spanish Honor Society
Sigma Tau Delta, a National Honor Society in English



MILITARY SCIENCE (ARMY ROTC)

Chairman and Professor: *Office:* A & S Building, Tulane Campus, 865-5594

Lieutenant Colonel Thomas E. Oettinger, M.A., M.B.A.

Assistant Professors: Captain Edward Shanahan, IV, Captain Larry Hope, Captain H. David Pendleton, Captain Scott Bickell, Captain David Williams

Instructors: Sergeant Major Dennis Minch, Master Sergeant Samuel K. Au Hoon, Master Sergeant William Fortune

Loyola students who participate in Army ROTC take their courses on the Tulane University campus. Up to 15 hours of Army ROTC course work may be used toward the total number of hours required for graduation at Loyola.

Army Reserve Officers Training Corps (ROTC) is a comprehensive program of studies through which a student can qualify to be commissioned as an officer in the United States Army, the National Guard, or the United States Army Reserve. Students learn leadership and management skills that will help in any profession. The Army ROTC program consists of a two-year Basic Course, which is open to freshmen and sophomores only, and a two-year Advanced Course. Non-scholarship students participating in the first two years of ROTC do not incur any obligation to the U.S. Army. A variety of Army ROTC scholarships are offered. These provide tuition assistance, a flat rate for text books, and $100 per month subsistence allowance (up to 10 months per year).

Admission to ROTC is conditional on meeting academic, physical, and age requirements as well as the approval of the professor of military science.

Physical training is an integral part of the ROTC program.

To be commissioned as an officer, a student must complete either the regular four-year program, a three-year program (whereby the Basic Course is compressed into one year), or a two-year program requiring completion of the summer ROTC basic camp giving the student credit for the Basic Course. Advanced placement for ROTC training may be given to veterans and to students with previous ROTC experience. In addition to these requirements, a student must complete at least one course in the area of written communications, human behavior, military history, computer literacy, and math logic reasoning. A student with an Army ROTC scholarship must also complete at least one semester of either an Indo-European or Asian language.

Uniforms and military science textbooks are issued without cost to all students. Advanced Course and scholarship students receive a subsistence allowance of $100 per month. They are paid for the summer advanced leadership camp they must attend prior to completing the Advanced course.

BASIC COURSE

Instruction is in common subjects applicable to the Army as a whole, to include leadership and management training, with the objective of qualifying the student for the advanced course. Required curricula follow.

Freshmen			F	S
MILS	0226	104 Dynamics of Leadership I	2	0
MILS	0226	105 Dynamics of Leadership II	0	2
MILS	0226	450 Leadership Lab	0	0
			2	2
			4	

Sophomore				F	S
MILS	0226	204	Applied Leadership	2	0
MILS	0226	205	Management Techniques	0	2
MILS	0226	450	Leadership Lab	0	0
				2	2
					4

ADVANCED COURSE

Instruction is geared toward preparing the student for commissioning as an officer in the United States Army. Students desiring to enter the advanced course must consult with a military science department faculty advisor prior to registering for the course. Required curricula follow:

Junior				F	S
MILS	0226	304	Basic Tactics	3	0
MILS	0226	305	Advanced Tactics	0	3
MILS	0226	450	Leadership Lab	0	0
				3	3
					6

Senior				F	S
MILS	0226	404	Ethics of Leadership	2	0
MILS	0226	405	Professionalism of Leadership	0	2
MILS	0226	450	Leadership Lab	0	0
				2	2
					4

TOTAL: 18 cr. hrs.

INDEPENDENT STUDY

Open only to those students who have completed military science requirements and have extended scholarship benefits. Approval of the department chair required.

Senior				F	S
MILS	0226	499	Independent Study	2	2
					4

ALLOWANCES

Students in the advanced course receive a subsistence allowance of $100 per month for up to ten months of each school year and approximately $600 for the summer camp training period. All textbooks and required subject materials are issued free to the student.

SCHOLARSHIPS

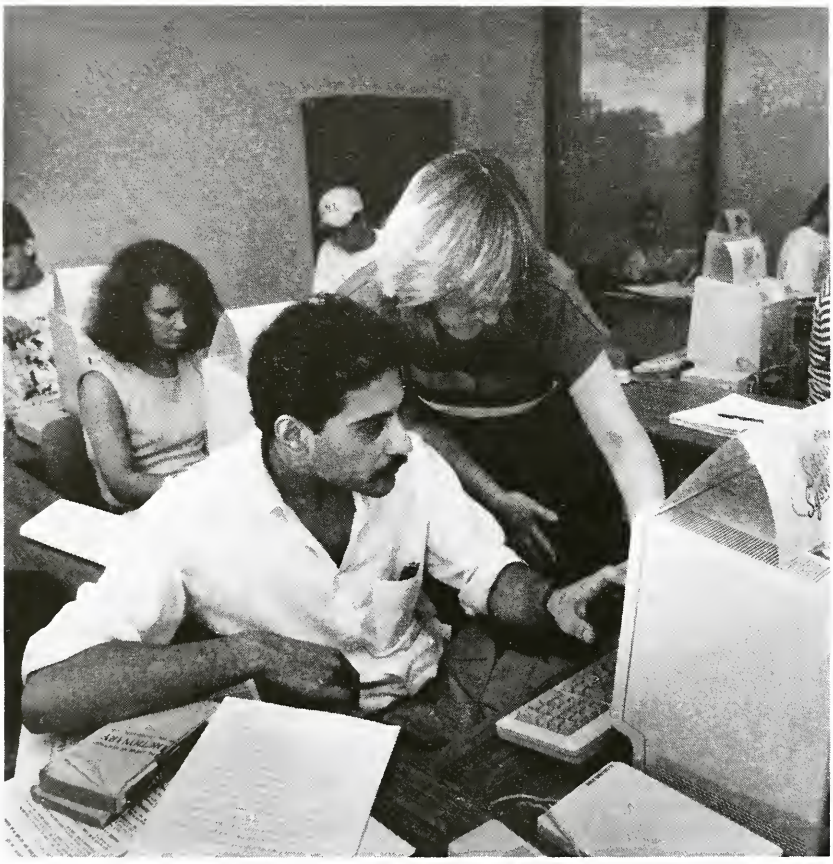
The Army offers three and four year scholarships to qualified students on a competitive basis. Each of these scholarships provide for tuition assistance, textbooks, fees and other purely academic expenses, in addition to the $100 per month subsistence allowance. Application for the four year scholarship must be made by high school students before December 1 of their senior year. Applications for the three year scholarships are made to the Professor of Military Science at Tulane University during the student's freshman year.

SPECIAL PROGRAMS

The Pershing Rifles, Association of the United States Army, Color Guard, Scabbard and Blade Honor Society, company and Ranger are open to interested and qualified military science students. At least two "adventure training" exercises are conducted each year plus other off-campus activities.

SERVICE OBLIGATION

Upon commissioning as a second lieutenant, the officer may fulfill the required service obligation of 8 years in either the Active Army, National Guard or the U.S. Army Reserve. The officer may request that the active duty obligation be deferred while pursuing post graduate education.



ACADEMIC FACILITIES

UNIVERSITY LIBRARY

The university library serves students and faculty by providing reading and research materials in a wide variety of subjects and formats.

Facilities and Resources

The Loyola library consists of the Main Library, the Miller Hall Library, and the Music Library. Holdings include more than 261,139 volumes, 1,886 periodical and journal subscriptions, 305,953 microform units, 57,888 state and federal government documents, and 2,405 media titles.

Noteworthy among the special collections are the Archives of the New Orleans Province of the Society of Jesus. Other special holdings include rare Spanish and French colonial archival documents on microfilm and extensive holdings in Jesuitica.

The book collections are organized according to the Library of Congress classification system, and the stacks are open to all users. Separate study and research areas are located in all libraries.

Services

Librarians are available to consult individually with students and faculty on use of library resources. In addition, the reference department provides special orientation and bibliographic instruction sessions throughout the year. The library publishes a number of guides to the use of the library for both students and faculty, as well as subject bibliographies in selected areas.

In addition to print resources, the library offers a number of new information technologies. The library's catalog is now available online through LUCI (Loyola University Catalog Information). Infotrac, PsycLIT, Eric-CD, Compustat Text, and Computer Select provide access to general, social science, computer and business information. A public OCLC terminal is available for those who wish to verify bibliographic information or locate resources in distant libraries.

The media center provides audiovisual learning materials and playback and viewing equipment for classroom and individual use. Materials include interactive video, video tapes, films, filmstrips, slides, audiotapes, records, and other forms. The microcomputer lab offers a variety of microcomputers and software for student and faculty use.

Extended Resources

Faculty and graduate students enjoy borrowing privileges at most of the area's academic libraries. Occasionally, theses privileges can be arranged for undergraduate students. The library's interlibrary loan service can obtain books and periodical articles not available at the university library from other libraries. On-line searching of computerized bibliographic, numeric and full-text databases in a wide variety of subjects is also available in the library.

COMPUTER SYSTEMS

Academic Computing Services coordinates the instructional and research computing activities at Loyola. Student microcomputer labs are conveniently located in every classroom building on campus and in each residence hall. Over 300 Macintosh

and IBM compatible computers are available for students along with word processing, spreadsheet, database and graphics software. A variety of printers are available in the labs, including laser printers.

In addition to general access computer labs, special-purpose computer labs have been established for Writing Across the Curriculum, English Composition, Intensive English, Math Basic Skills, Music Ear Training, Music Technology, Business Solutions, Law School, Computer Science and the *Maroon* (the student newspaper).

Three out of four Loyola faculty have access to a microcomputer in their office. A faculty microcomputer lab provides laser printing, digitizing, file conversion and other special services. Several classrooms throughout the campus are equipped with projections systems connected to Macintosh and IBM compatible computers.

Mainframe computer services are accessed from labs and offices on campus or from off campus via modem. Students and faculty have access to an IBM 9375, a VAX 11/750, and LUCI, the library's on-line catalog system.

Macintosh and IBM compatible computer systems are available for purchase at discounted prices through the Loyola Micro Center. Software, printers, accessories and supplies are also available. Factory-trained technicians provide warranty service and general repairs.

A campus-wide microcomputer network is currently under construction. When completed, this network will connect campus labs, faculty offices, and residence hall rooms with centralized computing resources, electronic mail, and the library's on-line catalog. Implementation is planned for the residence halls in 1991-92.

The Computer Center provides a full range of computer support to the administration of the university. This includes modern up-to-date systems for admissions, finance, registration and other areas for the day-to-day operations of the university.

INSTITUTE OF POLITICS

The Institute of Politics, an independent foundation that is housed on the Loyola campus, trains community leaders in practical politics. Its program is geared to the development of new political leadership in the area. The Institute educates selected young men and women in the practice and practicalities of politics, through a recognition of the professional character of politics and the need for broader understanding and training in politics. Meeting weekly at night, participants represent a broad cross section of the metro area, geographically and professionally. Approximately 25 participants per course study voting patterns, issues and problems, organizing and conducting political campaigns, the uses of television and advertising, and political polling. Speakers represent local, state, and national levels of politics.

INSTITUTE OF HUMAN RELATIONS

The Institute of Human Relations is a bridge between Loyola and its city, state, and region. Through its Urban Partners Program, the Institute seeks to match the creativity and talent of the members of the Loyola family with the needs and aspirations of people in the larger community. The Institute has a board of directors representing many sectors of the university and the larger community, and provides planning, surpervisory and evaluation assistance to programs which reflect the university/community partnership.

The Institute publishes the BLUEPRINT, a social action newsletter which is published ten times a year and is received by some 4000 persons worldwide. The Institute also conducts seminars on a wide variety of issues concerning social and economic justice and emphasizes the ethical and theological foundations of the quest for justice and peace.

The Institute conducts the Labor Studies Program, to provide present and future labor leaders with the knowledge and skills that will enable them to better represent the interests of working people in the Southern Louisiana area. This program consists of four-week evening seminars leading to certificates of completion on three levels, depending on whether six, twelve or fifteen courses are taken.

The Institute also sponsors the New Orleans chapter of Bread for the World, a national Christian citizens organization which seeks policies to solve world hunger problems.

The Institute also has a Community Access Technology Center which provides low cost printing to the university and does limited publishing, including the English language version of ENVIO magazine and *The Annual Review of Nicaraguan Sociology*.

The Community Mediation Service and the Conflict Resolution Center are other programs of the Institute.

If you have ideas we can help you pursue or if we can be of assistance in any way, please contact the Institute at 861-0126.

UNDERGRADUATE COURSES

COURSE NUMBER SYSTEM

Each course is assigned a number for identification purposes. A four-digit prefix identifies the college and the subject area. The prefix is followed by a three digit number that identifies the particular course. This number is coded to give the level of the course. The following table gives that breakdown.

College Codes

02	Arts and Sciences
03	Business Administration
04	Music
05	City College
15	Special Programs (Any course may be offered with special permission through Special Programs. These courses carry academic credit.)

COURSE NUMBERING SEQUENCE

Number	Level of Instruction
001-099	Pre-College Level or Remedial Courses
100-199	Introductory Courses
120-129	Introductory Common Curriculum Courses in the College of Arts & Sciences
130-199	Advanced Common Curriculum Courses in the College of Arts & Sciences
200-299	Introductory and Intermediate Courses
300-399	Intermediate and Advanced Courses
400-499	Advanced Courses
700-799	Introductory Graduate Courses
800-899	Advanced Graduate Courses

ACCOUNTING

ACCT 0301

ACCT 100 Principles of Accounting I 3 crs.
The fundamental concepts and procedures of accounting are studied with emphasis both on rationale and technique. The elements of accounting, financial statement presentation, are covered with emphasis on accounting for assets, current liabilities, revenues and expenses in service and merchandising entities.
Prerequisite: MATH 091, if required.

ACCT 101 Principles of Accounting II 3 crs.
This course is a continuation of ACCT 100. It emphasizes accounting for stocks and bonds from both the issuer and investor standpoints. The course is focused on corporate entities, although partnerships are also covered. The statement of cash flows is covered in depth.
Prerequisite: ACCT 100

ACCT 200 Managerial Accounting 3 crs.
A one semester course for students in a program of study other than accounting. The student is introduced to the uses of accounting data in the planning and control functions of management. Coordination of operating and capital budgets is among the concepts of management which are covered. Credit not allowed to students concentrating in accounting.
Prerequisite: ACCT 101

ACCT 205 Intermediate Accounting I 3 crs.
Introduction to accounting theory underlying financial statements. Emphasis on study of accounting principles relating to the presentation of cash, receivables, and current liabilities, the investment in productive resources inventories, plant and equipment, and natural resources.
Prerequisite: minimum GPA of 2.0 in ACCT 100-101

ACCT 206 Intermediate Accounting II 3 crs.
Continuation of ACCT 205 with emphasis on reporting by corporations. Topics include capital stock, retained earnings and dividends, long-term debt and debt investments, long-term investments in corporate securities, earnings per share, revenue recognition, deferred taxes, leases, and pensions.
Prerequisite: ACCT 205 with a grade of "C" or above.

ACCT 300 Federal Tax Accounting I 3 crs.
Concepts and methods of determining federal income tax liability for individuals. Topics emphasized include personal deductions, tax credits, capital gain and loss provisions, and accounting methods.
Prerequisites: ACCT 101, junior standing.

ACCT 301 Federal Tax Accounting II 3crs.
Concepts and methods of determining federal tax liability of corporations. Topics include ordinary income, capital gains and losses, net operating loss, reorganizations, contemporary problems in corporate taxation and tax research. Partnership taxation and income taxation of estates and trusts are also covered.
Prerequisite: ACCT 300 with a grade of "C" or above

ACCT 307 Intermediate Accounting III 3 crs.
Continuation of ACCT 206 with financial statement analysis topics and certain advanced subjects. Topics include accounting changes and error correction, statements of changes in financial position (including cash flow statements), reporting on changing prices, governmental accounting, and accounting for partnerships.
Prerequisites: ACCT 206 with a grade of "C" or above, junior standing

ACCT 400 Advanced Accounting I 3 crs.
Application of accounting principles for parent/subsidiary companies and intercompany stock investments, foreign operations, and corporate branches/segments.
Prerequisites: ACCT 206, junior standing.

ACCT 403 Auditing Principles 3 crs.
Philosophy, concepts and techniques used by independent auditors. Professional ethics and legal relationships, study and evaluation of internal control, audit program applications, statistical sampling and EDP auditing.
Prerequisites: ACCT 206, junior standing.

ACCT 406 EDP Auditing 3 crs.
This course addresses the problems and solutions of the independent auditor in evaluating internal controls associated with computerized accounting systems and the auditing of financial statements, emanating from such systems. Topics include computer concepts and terminology and assessing EDP systems.
Prerequisites: ACCT 403, junior standing.

ACCT 410 Cost Accounting I 3 crs.
The course emphasizes uses of basic cost accounting theories and concepts of factory cost finding under job order process and standard cost systems. It studies control and analysis of materials, labor, and factory overhead and introduces a system of assembling data for prompt transmittal and remedial action needed to serve management.
Prerequisites: ACCT 101, junior standing.

ACCT 411 Cost Accounting II 3 crs.
Cost accounting from the viewpoint of the managerial recipient of internal accounting information. Accounting data used for the processing and reporting of a firm's historical and projected microeconomic data assist management in planning future policies and operation, in making decisions and in analyzing the cost and profits.
Prerequisites: ACCT 410, junior standing.

ACCT 415 Accounting Information Systems 3 crs.
The major emphasis is directed toward the problems of integrating automatic data processing and accounting information systems. Problems inherent in the development of systems are also covered.
Prerequisites: ACCT 206, COSC 106 or CISA 106, junior standing.

ACCT 420 Accounting Theory 3 crs.
Study of the history and development of accounting principles with special emphasis on the authoritative pronouncements.
Prerequisites: ACCT 307, junior standing.

ACCT 493 Special Topics in Accounting 3 crs.
Prerequisite: Junior standing.

ACCT 497 Accounting Internship 3 crs.
See description in College of Business Administration section.

ACCT 499 Independent Study in Accounting arr.
See description in College of Business Administration section.

BIOLOGY

BIOL 0201 and BIOL 0501

College of Arts and Sciences

BIOL 102 Botanical Diversity 4 crs.
The morphology, anatomy, physiology, life history, and classification of monerans, protists, fungi and plants. The format will include lectures and investigatory laboratory exercises. Three hours of lecture and three hours of lab per week.

BIOL 104 Zoological Diversity 4 crs.
The morphology, anatomy, physiology, life history, and classification of the phyla of the animal kingdom. The format consists of lectures and laboratories to include dissections, demonstrations, and microscopic slide examinations. Three hours of lecture and three hours of lab per week.

BIOL 116 Ecology and Evolutionary Biology 3 crs.
An introduction to the principles of ecology and evolution. The concepts of ecosystems, populations, biogeochemical cycles, biogeography, natural selection and speciation will be studied. The evolutionary implications of sociobiology and ethology will be discussed.

BIOL 118 Tropical Ecology 3 crs.
Two weeks in the field in Belize and Guatemala studying the plants and animals in several different ecological zones: coral reefs, pine savannah, rain forest, mangrove swamps. A paper on the ecology of the area will be written after returning from the expedition.

BIOL 122 Cultural Biology 3 crs.
Common Curriculum: Introductory
Range of subject matter: Survey of plant and animal taxonomic groups; survey of major organ and other structural systems in man; introduction to principles of genetics, ecology, and evolution.

BIOL 123 Cultural Biology Lab 1 cr.
Common Curriculum: Introductory
For education students.

BIOL 130 Human Ecology 3 crs.
Common Curriculum: Natural Sciences Modern
Basic concepts of ecology, including nature of ecosystem, energy flow, biogeochemical cycles, and characteristics of populations and communities of organisms. Emphasize role of man in ecosphere, especially human population problems, food production, and pollution problems.

BIOL 132 Impact Biology Society 3 crs.
Common Curriculum: Natural Sciences Modern
Examines moral problems biology brings to society — e.g., abortion, "test-tube" babies, mouse with four parents, mouse-human cell hybrids, artificial life support for terminally ill, dangers and promise of recombinant DNA, building of artificial genes and cloning. Effects of these areas on our lives will be considered.

BIOL 136 Evolution 3 crs.
Common Curriculum: Natural Sciences Modern
The issues relating to the changes in life forms during the history of life on earth are examined. Concepts are illustrated using examples from living systems and the fossil record. Human evolution is also considered. Designed for non-biology students.

BIOL 138 Genetics and Society 3 crs.
Common Curriculum: Natural Sciences Modern
The basis of heredity and reproduction with primary focus on human aspects. Recent genetic research and its application to medicine, industry, and agriculture. Social and ethical considerations of current genetic research and practices.

BIOL 140 Plant Natural History 3 crs.
Common Curriculum: Natural Sciences Modern
This course will investigate the biology of plants. This botanical background will be applied to lecture, laboratory, and field experiences on the economic uses of plants, conservation of plant species and an understanding and appreciation of the natural history of photosynthetic organisms.

BIOL 142 Microbes: Friend or Foe? 3 crs.
Common Curriculum: Natural Sciences Modern
Course is designed to familiarize students with relating their daily living to the activities of the microbial world. Topics of discussion include: infectious diseases including sexually transmitted diseases, vaccines and immunity, antibiotics and disease treatment, pollution, food production and spoilage, viruses and cancer, and developments in biotechnology.
Prerequistes: High school biology

BIOL 201 Genetics 3 crs.
A presentation of fundamentals in transmission genetics, cytogenetics, molecular genetics and population genetics.

BIOL 202 Genetics Lab 1 cr.
Laboratory will include experiences in Mendelian inheritance in Drosophila, investigations of meiotic and mitotic chromosomes, isozyme analysis and DNA analysis. Students use RFLP, splicing/cloning, probing, and sequencing methods.
Prerequisite or Corequisite: BIOL 201

BIOL 203 Molecular, Cellular and Developmental Biology 3 crs.
Cell structure and function ar presented in an evolutionary context. The molecules which compose cellular structures, permit cellular function, and regulate a cell's activities are discussed. The coordination and development of cellular components are studied, as well as cellular, molecular and developmental aspects of muscle, cancer and neurobiology.

BIOL 204 Molecular, Cellular and Developmental Biology Lab 1 cr.
This course will introduce students to laboratory technique with experiments which investigate the structure of cells and the composition, genesis, and regulation of the molecules important for cellular operation. Students may be expected to spend regular time periods in the laboratory outside of the scheduled laboratory instruction.
Prerequisite or Corequisite: BIOL 203

BIOL 212 Introduction to Microbiology 4 crs.
A study of bacteriological techniques, the classification, and properties of important nonpathogenic and pathogenic bacteria, molds and viruses. The principles of immunity and serology are briefly treated. Two lectures and two labs.
Prerequisite: High school biology

BIOL 300 Microbiology 4 crs.
Bacteriological technique, the classification and study of the properties of important nonpathogenic and pathogenic bacteria. The principles of immunity, serology, and virology are also considered. Two lectures and two labs.
Prerequisites: BIOL 102, 203, two years of Chemistry including Organic Chemistry

BIOL 302 Biological Research 2 crs.
An introduction to the philosophy and practice of research in the biological sciences including a comparison of field and laboratory approaches, experimental design, data interpretation, and ethical issues. Includes lectures, discussion and computer simulations.
Prerequisite: Completion of Biology Core Courses or permission of instructor.

BIOL 304 Comparative Anatomy of the Vertabrates 4 crs.
Through lectures, demonstrations, and dissections vertebrate structure is analyzed in terms of phylogeny and function. Two lectures and two labs.
Prerequisites: Completion of Biology Core Courses or permission of instructor.

BIOL 305 Histology 4 crs.
The study of the microscopic structure of tissues and organs of the mammalian body, and the study of the fundamentals of hematology. Two lectures and two labs.
Prerequisite: Completion of Biology Core Courses

BIOL 308 Developmental Biology 4 crs.
Events and mechanisms of developmental genetics, gametogenesis, fertilization, morphogenesis, and organogenesis in selected vertebrates and invertebrates. The laboratory includes experimental approaches to the study of development. Two lectures and two labs.
Prerequisites: Two semesters of college biology, including BIOL 104.

BIOL 310 General Physiology 4 crs.
An introductory study of physio-chemical processes in cells, tissues, and organs. Two lectures and one lab. For Biology majors with junior/senior standing.

BIOL 320 Entomology 4 crs.
The taxonomy, life histories, and habitats of the insects common to South Louisiana.
Prerequisite: BIOL 102, 104, 116

BIOL 325 Plant Physiology 4 crs.
Higher plants will be the principal object of study, with regard to their growth processes, water relations, and photosynthetic activities.
Prerequisites: Completion of Biology Core Courses

BIOL 330 Ecology 4 crs.
Basic ecological principles and concepts are considered including the nature of the ecosystem, energy flow, biogeochemical cycles, and the ecology of populations and communities. Two lectures and 4-5 hrs. of lab or field work.
Prerequisite: Completion of Biology Core Courses

BIOL 340 Introduction to Field Zoology 4 crs.
The taxonomy, life histories, and general ecological relationships of the common animals of South Louisiana comprise the subject matter of this course. Two lectures and 4-5 hrs. of laboratory or field work.
Prerequisite: Completion of Biology Core Courses

BIOL 360 History and Philosophy of Biology I 1 cr.
Discussion of the historical development and philosophical implications of biology.
Prerequisite: Permission of the Instructor.

BIOL 361 History and Philosophy of Biology II 1 cr.
Same description as BIOL 360.

BIOL 370 Introduction to Marine Science 4 crs.
Introduction to physical, chemical, geological and biological processes in the oceans and coastal environments and their interaction. Interrelationships of man and the marine environment. Five week summer course at LUMCON in Cocodrie, LA.
Prerequisites: Completion of Biology Core Courses

BIOL 375 Introduction to Marine Zoology 4 crs.
Field and laboratory survey of marine animals, particularly those of the Louisiana Gulf Coast, including classification,morphology, physiology and ecology. Five week summer course at LUMCON in Cocodrie, LA.
Prerequisites: Completion of Biology Core Courses

BIOL 442 Marine Invertebrate Zoology 4 crs.
General study of estuarine invertebrates, emphasizing field studies on the Louisiana Gulf Coast. Five week summer course at LUMCON in Cocodrie, LA.
Prerequisites: BIOL 370 or 375.

BIOL 444 Marine Vertebrate Zoology 4 crs.
General study of the marine chordates with particular emphasis on the fishes, including classification, structure, function and ecology. Five week summer course at LUMCON in Cocodrie, LA.
Prerequisites: BIOL 370 or 375.

BIOL 446 Marine Ecology 4 crs.
Relationships of marine and estuarine organisms to environmental factors: interactions among organisms, ecological processes of energy and materials flow, communities and ecosystems of the Louisiana Coastal Zone. Five week summer course at LUMCON in Cocodrie, LA.
Prerequisites: BIOL 370 or 375.

BIOL 448 Topics in Marine Science 1-3 crs.
Advanced lecture, laboratory, and field work on a selected topic in the marine sciences. 2-3 week summer course at LUMCON in Cocodrie, LA.
Prerequisites: BIOL 370 or 375.

BIOL 495 Special Project arr.
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

BIOL 499 Independent Study arr.

City College

BIOL 210 Anatomy and Physiology I 3 crs.
A lecture demonstration course for practical knowledge of these basic sciences. Required for nursing students.
Prerequisite: General Biology

BIOL 211 Anatomy, Physiology II 3 crs.
A lecture demonstration course for practical knowledge of these basic sciences. Required for nursing students. A continuation of BIOL 210.
Prerequisite: BIOL 210

BIOL 260 Heredity and Society 3 crs.
Addresses present and future decisions influenced by rapid advances in the science of genetics. Common good versus individual good will be explored in the context of conflicting values.

BIOL 270 Biology for Today 3 crs.
A lecture demonstration course designed to acquaint students whose area of concentration is not biology with current trends in the biological sciences.

BIOL 280 Fundamentals of Microbiology 3crs.
This is an introductory course that covers the fundamentals of microbiology. Special emphasis will be placed on the organisms commonly associated with infection in humans acquired through inhalation, ingestion, skin and mucosa, and parenteral routes.

BIOL 281 Fundamentals of Microbiology Lab 1 cr.
Laboratory to accompany BIOL 280, Fundamentals of Microbiology.

BIOL 335 Basic Nutrition 3 crs.
This course embraces the fundamentals of nutrition: i.e., the nature of nutrients; the general composition of animal tissues; the metabolic pathways for carbohydrates, lipids and protein; the role of vitamins; the essential macroelements and trace elements; food requirements at different ages; and body energy needs. Required for nursing students.
Prerequisites: General Biology and General Chemistry, or permission of instructor.

CHEMISTRY

CHEM 0202 and CHEM 0502

College of Arts and Sciences

CHEM 105 General Chemistry I Lecture 3 crs.

A basic one-year course in the fundamental principles of General Chemistry. This is the first chemistry course for all science majors and includes the history of chemistry, the development of modern atomic theory, chemical bonding and structure, the nature of matter and physical states. Included is an introduction to thermodynamics and kinetics with a more thorough development of equilibria concepts. Descriptive chemistry is liberally sprinkled throughout the course.
Prerequisite: Eligibility to take MATH 257.

CHEM 106 General Chemistry II Lecture 3 crs.

Same description as CHEM 0202 105
Prerequisite: CHEM 105

CHEM 107 General Chemistry I Laboratory 1 cr.

Experiments to accompany General Chemistry Lec. One, three-hour laboratory period per week.
Prerequisite: CHEM 105 or coregistration in CHEM 105.

CHEM 108 General Chemistry II Laboratory 1 cr.

Same description as CHEM 107. Also includes qualitative analysis.
Prerequisite: CHEM 106 or coregistration in CHEM 106.

CHEM 122 Introduction to Chemistry 3 crs.

Common Curriculum: Introductory
An introduction to chemistry for non-scientists that they may become concerned, clear thinking citizens. In a complex scientific and technological society, an average person must be able to understand chemistry-related problems, e.g., drugs, medicinals, food, energy, pollution, space exploration, genetic engineering and even life itself.

CHEM 130 World Food and Nutrition 3 crs.

Common Curriculum: Natural Sciences Modern
Brief review of nutritional requirements of *Homo sapiens*(Linne, 1758) and a historical review of how male and female members of the species have met these requirements, individually and collectively. This review will serve as a background for intensive discussion of the modern world food situation and possible future solutions.

CHEM 132 Chemistry in Environment 3 crs.

Common Curriculum: Natural Sciences Modern
Introduces the student to factual chemistry and physics so that discussions can be held on such topics as: "Aerosols and the Ozone Layer"; "EPA and Automobile Industry"; "Pesticides, Pelicans and People"; "Energy Production and Pollution"; "Carcinogens in New Orleans Water."

CHEM 200 Quantitative Analysis Lecture 2 crs.

Basic principles of quantitative analysis. Stoichiometry, evaluation of measurements, acid-base equilibria, redox, precipitation, titrations, colorimetry and gravimetric methods.
Prerequisites: CHEM 105, 106, 107, 108

CHEM 201 Quantitative Analysis Laboratory 2 crs.

Basic techniques of quantitative analysis, including volumetric and gravimetric analysis, acidimetry and alkalimetry, redox methods, the use of absorption indicators and iodimetry. Two, three-hour laboratory periods per week.
Prerequisite: CHEM 200 or coregistration in CHEM 200

CHEM 300 Organic Chemistry I Lecture 3 crs.

An intensive course in organic chemistry covering structural theory, organic reaction mechanisms, stereochemistry, and type reactions of organic compounds.
Prerequisite: CHEM 105-108 or permission of chairperson

CHEM 301 Organic Chemistry II Lecture 3 crs.

Same description as CHEM 300.
Prerequisite: CHEM 300

CHEM 302 Organic Chemistry Lab I for Chemistry Majors 2 crs.
Laboratory course to accompany CHEM 300-301. Introduction to laboratory techniques of organic chemistry: preparations, separations and identification of organic compounds. Two three-hour laboratory periods per week.
Prerequisite: CHEM 300 or coregistration in CHEM 300

CHEM 303 Organic Chemistry Lab II for Chemistry Majors 2 crs.
Same description as CHEM 302.
Prerequisite: CHEM 301 or coregistration in CHEM 301

CHEM 305 Organic Chemistry Laboratory 2 crs.
Laboratory course for non-chemistry science students to accompany CHEM 301. Introduction to laboratory techniques of organic chemistry: simple preparations, separation and identification of organic compounds. Two three-hour laboratory periods per week.
Prerequisite: CHEM 301 or coregistration in CHEM 301

CHEM 306 Physical Chemistry I Lecture 3 crs.
General survey of physical chemistry treating gaseous, liquid and solid states of matter, thermodynamics, kinetics.
Prerequisite: CHEM 105-108, 200, 201, MATH 257, 258

CHEM 307 Physical Chemistry II Lecture 3 crs.
Wave mechanics, statistical mechanics, atomic and molecular spectra.
Prerequisite: CHEM 105-108, MATH 257, 258, PHYSICS 110, 111

CHEM 308 Physical Chemistry I Laboratory 1 cr.
Lab to accompany CHEM 306. Physicochemical measurement, molecular weights of gases and dissolved substances, etc.
Prerequisite: CHEM 306 or coregistration in CHEM 306; knowledge of BASIC programming.

CHEM 309 Physical Chemistry II Laboratory 1 cr.
Same description as CHEM 308.
Prerequisite: CHEM 307 or coregistration in CHEM 307; knowledge of BASIC programming.

CHEM 310 Organic Chemistry Laboratory I 1 cr.
Laboratory course for nonchemistry science students to accompany CHEM 301. Introduction to laboratory techniques of organic chemistry: simple preparations, separation and identification of organic compounds. One three-hour laboratory four days per week. Summer only.
Prerequisite: CHEM 300 or coregistration in CHEM 300

CHEM 311 Organic Chemistry Laboratory II 1 cr.
Laboratory course for nonchemistry science students to accompany CHEM 301. Introduction to laboratory techniques of organic chemistry. Simple preparations, separation and identification of organic compounds. One three-hour laboratory four days per week. Summer only.
Prerequisite: CHEM 301 or coregistration in CHEM 301

CHEM 400 Biochemistry I Lecture 3 crs.
A detailed study of chemistry of carbohydrates, lipids, proteins, nucleic acids, digestion, metabolism, respiration and endocrinology. Aspects of clinical chemistry. This course is intended primarily for chemistry students and others interested in methodology and quantitative physicochemical aspects.
Prerequisite: CHEM 300, 301, 306.

CHEM 401 Biochemistry II Lecture 3 crs.
Same description as CHEM 400.
Prerequisite: CHEM 400

CHEM 402 Biochemistry I Laboratory 1 cr.
Selected experiments in conjunction with lecture material in CHEM 400-401. One three-hour laboratory period per week.
Prerequisite: CHEM 400 or coregistration in CHEM 400

CHEM 403 Biochemistry II Laboratory 1 cr.
Same description as CHEM 402.
Prerequisite: CHEM 401 or coregistration in CHEM 401.

CHEM 404 Survey of Biochemistry I 2 crs.
A lecture course with the same subject matter as 400 above but with less detailed treatment of experimental and quantitative aspects. Does not require physical chemistry.
Prerequisite: CHEM 300-301

CHEM 405 Survey of Biochemistry II 2 crs.
Same description as CHEM 404
Prerequisite: CHEM 404

CHEM 410 Instrumental Analysis Lecture 2 crs.
A more rigorous physico-chemical treatment of the basic principles of quantitative analysis. The treatment will include statistical methods applied to analytical chemistry, quantitative separations, coprecipitation, the use of organic precipitants, EDTA, spectrophotometry, electrometric methods, chromatography. Two lectures per week.
Prerequisite: CHEM 200-201 or equivalent.

CHEM 411 Instrumental Analysis Laboratory 1 cr.
Accompanies CHEM 410. One three-hour laboratory period per week.
Prerequisite: CHEM 410 or coregistration in CHEM 410.

CHEM 420 Inorganic Chemistry Lecture 3 crs.
Nuclear structure and reactions, atomic structure, chemical bonding and periodicity. Inorganic stereochemistry and reaction mechanisms, acid-base theories and nonaqueous solvents. Three lectures per week.
Prerequisite: CHEM 105-108, 306, 308 or permission of chairperson.

CHEM 421 Inorganic Chemistry Lab 2 crs.
Introduction to lab techniques for synthesis and characterization of organic coordination compounds and organometallic compounds. Techniques will include: synthesis of optically active coordination compounds and fluorescent complexes, photochemical synthesis, and the synthesis of air sensitive organometallic compounds.

CHEM 430 Organic Qualitative Analysis 3 crs.
Separation of mixtures and identification of pure compounds. Application of classical and modern methods including G.C. and T.L.C. Interpretation of UV, IR, NMR, and mass spectra. One lecture and six hours laboratory per week.
Prerequisite: CHEM 300, 301, 302, 303, 306

CHEM 440 Rate Processes in Chemistry 3 crs.
A theoretical discussion of time-dependent physico-chemical processes. Kinetic theory and nonequilibrium thermodynamics are used to describe and elucidate chemical reaction rates, diffusion, viscosity and thermal conductivity.
Prerequisite: CHEM 306-307

CHEM 450 Mechanism and Structure in Organic Chemistry 3 crs.
Detailed understanding of how, why and when of organic reactions. Enphasis is on basic structures, reactivity, and mechanisms of organic chemistry.
Prerequisite: CHEM 300-301

CHEM 460 Chemical Literature 1 cr.
Designed to acquaint the chemistry student with the major reference works and journals of chemistry and how to use them efficiently. One lecture per week.

CHEM 495 Special Project arr.
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

CHEM 496 Seminar/Workshop arr.
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

CHEM 497 Internship/Practicum arr.
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

CHEM 498 Research arr.
Honors program students must register for 1-3 cr. hrs. for each semester starting with second semester sophomore year for a total of seven credit hours. Credit will be prorated on the basis of one cr. hr. for four hours devoted to research.
Prerequisite: Permission of chairperson.

CHEM 499 Independent Study arr.

City College

CHEM 105 General Chemistry I Lecture 3 crs.
A basic course in the fundamental principles of general chemistry. Required for nursing students.

COMMUNICATIONS

CMMN 0271 and CMMN 0571

College of Arts & Sciences

CMMN 100 Introduction to Mass Communications 3 crs.
A survey of the various fields of mass communications taught at Loyola and, as such, specific preparation for courses taught in the department. Consideration is given to philosophical foundations, historical development, current trends and status, organizational structure and career opportunities. Required for communications majors.

CMMN 101 Writing for the Mass Media 3 crs.
The theoretical bases of person-to-person communication and intensive directed practice in writing factual prose as used in mass media. Required for communications majors.
Prerequisites: ENGL 122; CMMN 100

CMMN 132 Popular Culture 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
An analysis of how the popular arts (film, radio, television, popular music, newspapers, and popular literature) embody and continue the Western tradition of humanism manifest in works by such authors as Sophocles, Shakespeare, and Dickens (popular artists of their day).

CMMN 133 Art of the Film 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
This course will consider film as art and as related to the traditional arts. Weekly screenings of great works by artists like Welles, Hitchcock, Fellini, Bergman, and Renoir will be discussed in class. Viewing, discussions, and readings will give the student an understanding of this most prominent 20th century art.

CMMN 136 Understanding Media 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
An examination of the different mass media, with special attention to their historical and technological development; to the economic aspects of mass communication, including media conglomerates and cross-media ownership; to the theories of communication; to the collection and dissemination of news; and to the international aspects of communication.

CMMN 138 The American Character 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
A study of those characteristics of American culture that seem to define America as unique among nations. The course will concentrate on American values and politics in the 1980s, but will begin with the observations of de Tocqueville and include the writings of contemporary journalists, social scientists, novelists, travel writers and foreign observers.

CMMN 139 Future Media 3 rs.
Common Curriculum: Behavioral/Social Sciences Modern
This course looks at the social impact of new communication technologies— satellite, cable, and computer. How are mankind's values and beliefs shaped by the new media environment? Who and what will rise and fall in the information age? Lecture and discussion.

CMMN 220 Introduction to Broadcasting and Film 3 crs.
A survey study of broadcasting and film.
Prerequisite: CMMN 101

CMMN 250 Beginning Reporting 3 crs.
The basics of news coverage. Lab required.
Prerequisite: CMMN 101

CMMN 251 News Editing 3 crs.
Creation of newspaper and magazine formats. Copy and headline preparation; social, legal and ethical ramifications of editing.
Prerequisite: CMMN 250

CMMN 260 Introduction to Graphics 3 crs.
A two dimensional design course.

CMMN 310 Advertising 3 crs.
Fundamentals, including the organization and operation of agencies and departments, the psychology of advertising and promotion, copywriting, and layout techniques. Assigned problems and demonstrations.
Prerequisite: CMMN 101; junior standing

CMMN 311 Advertising Copywriting 3 crs.
A study of the elements involved in writing commercial copy, including concept, visualization, style, and sponsor image.
Prerequisite: CMMN 310; junior standing

CMMN 312 Advertising Campaigns 3 crs.
Practical application of advertising theories in assigned projects.
Prerequisite: CMMN 311; junior standing

CMMN 316 Public Relations 3 crs.
Development of contemporary public relations practices with emphasis on solving communications problems within organizations and institutions by applying appropriate theories and techniques.
Prerequisite: CMMN 101; junior standing

CMMN 317 Writing for Public Relations 3 crs.
Writing for a variety of media in the context of public relations work; includes directed practice in preparing news releases, employee publication materials, copy for brochures and newsletters, copy for television and radio, and the like. Lab required.
Prerequisites: CMMN 250, CMMN 316; junior standing

CMMN 318 Public Relations Cases and Campaigns 3 crs.
An examination of case studies and typical public relations problems culminating in development of specialized communications materials to gain reaction and support from target groups.
Prerequisite: CMMN 317; senior standing

CMMN 320 Production Theory and Practice 3 crs.
Basic theoretical and practical knowledge of audio and video, emphasizing awareness of the processes of production and in each medium.Lab required.
Prerequisite: CMMN 220; junior standing

CMMN 321 Radio-TV Announcing 3 crs.
A course combining linguistic study of, and practice in, vocal performance for radio, TV and film. Problems in overcoming regional and cultural accents will be explored.
Prerequisite: CMMN 220; junior standing

CMMN 322 TV Production I 3 crs.
Basic producing-directing and writing in the production of television. Students complete assignments on video tape. Lab required.
Prerequisite: CMMN 320 with a minimum grade of C+; junior standing

CMMN 323 TV Production II 3 crs.
Students will produce and direct for assignments which may be shown on WLDC news. Projects will be done on video tape, in the studio and on location.
Prerequisite: CMMN 322; junior standing

CMMN 324 Television Direction 3 crs.
Theory and practice of effective television directing. Problems of working with the television performer; dealing with the technical assets and liabilities of the medium; technical direction. Studio situations designed to improve student skills in directing in various program formats.
Prerequisite: CMMN 322; junior standing

CMMN 325 Television Performance 3 crs.
Theory and practice of effective television communication. Problems of the television performer; adaptations in composition and interpretation that the medium requires of the announcer, newscaster, narrator, or actor. Studio situations designed to aid students in improving performance skills.
Prerequisite: CMMN 320; SPCH 100; junior standing

CMMN 327 Radio Production 3 crs.
A basic radio production course, including studio work in all aspects of audio techniques for commercials, drama, documentary, and musical production. Participation on WLDC radio will be offered.
Prerequisite: CMMN 320; junior standing

CMMN 328 Radio On-Air Laboratory 1 cr.
Two hour air shift on WLDC radio scheduled by the station manager and production assignments scheduled by the production manager — critiqued weekly.
Prerequisite: CMMN 327

CMMN 329 Script Writing 3 crs.
A course in writing for film, television and radio. Script formats, visual and aural development, character development, pacing, and action included as part of the writer's craft.
Prerequisite: CMMN 101; permission of instructor.

CMMN 330 Broadcast News I 3 crs.
Basics in news writing for radio and television, including assignments with WLDC-TV and the Radio News Bureau. Lab required.
Prerequisite: CMMN 250; junior standing

CMMN 331 Broadcast News II 3 crs.
Reporter-cameraman teams assigned to news and feature video stories.
Prerequisite: CMMN 330; junior standing

CMMN 332 TV News Studio 3 crs.
The course will focus on the production of local news stories for WLDC-TV. A full length news show is aired at least once a week and each student will produce the entire program or individual segments.
Prerequisite: CMMN 331; senior standing

CMMN 333 Television News Direction 3 crs.
Professional experience in directing three weekly newscasts at WLDC-TV. Students serve as members of the production/direction news team.
Prerequisite: CMMN 324; junior standing

CMMN 350 Advanced Reporting 3 crs.
An advanced course in news writing with an emphasis on the creative handling of news stories, features, and special interest articles.
Prerequisite: CMMN 250, ECON 130, and POLS 100, 215 or 220; junior standing

CMMN 351 Advanced Editing 3 crs.
Advanced course in editing with emphasis on developing technical proficiency through a full understanding of theoretical concepts.
Prerequisite: CMMN 251; junior standing

CMMN 352 Interpretive Writing 3 crs.
Types of interpretive journalism: editorials, columns, art, reviews, etc.
Prerequisite: CMMN 350; junior standing

CMMN 353 Investigative Reporting 3 crs.
An advanced course on the methods of journalistic inquiry including news gathering and writing assignments.
Prerequisite: CMMN 350, permission of chairperson; junior standing

CMMN 354 Feature Writing 3 crs.
A course in writing features for print and electronic media, with stress on the development of color and individual style.
Prerequisite: CMMN 250; junior standing

CMMN 355 Covering the Performing Arts 3 crs.
Coverage and criticism of performing arts, including lectures and readings of contemporary activities.
Prerequisite: CMMN 250; junior standing

CMMN 356 Sports Coverage 3 crs.
Learning to view sports, professional and amateur, in sociological, historical, and economic terms with emphasis on writing styles.
Prerequisite: CMMN 250; junior standing

CMMN 359 Advanced Journalism Lab 3 crs.
A practical experience in reporting and writing with academic evaluation. Campus news coverage and beats will be assigned for use in the Maroon, the university student newspaper. (Unlimited repeated credit)
Prerequisite: CMMN 250, CMMN 251; junior standing

CMMN 360 Advanced Graphics 3 crs.
The use and design of graphics for print, television and film. May be repeated.
Prerequisite: CMMN 260; junior standing

CMMN 365 Photography 3 crs.
A course in learning to observe and see. Lectures and instruction on the operation of still cameras and extensive black and white darkroom experience. Aesthetics are emphasized. Student must have use of an adjustable 35mm or larger format still camera.
Prerequisite: junior standing

CMMN 368 Introduction to Photojournalism 3 crs.
An introduction to the field of photojournalism. Historical development, selected works of masters of photography, and ethical and legal considerations will be examined. Photographic projects will be required.
Prerequisite: CMMN 365 or basic darkroom skills; junior standing.

CMMN 369 Documentary Photography 3 crs.
An advanced photography course in which each student will complete an in-depth documentary project. The works of major documentary photographers will be studied.
Prerequisite: CMMN 368; junior standing

CMMN 400 Mass Communications Theory and Research 3 crs.
An advanced course tracing development of mass communications research from its origins to work recently published in academic journals. Students will be introduced to research methods and participate in one or more research projects. Required for communications majors.
Prerequisite: CMMN 101; junior standing.

CMMN 401 Law of Mass Communications 3 crs.
An examination of major legal and regulatory developments in broadcasting and print journalism, with an emphasis on both legal and ethical considerations. Required for communications majors.
Prerequisite: CMMN 101; junior standing.

CMMN 420 Broadcast Law 3 crs.
Laws and regulations dealing with all aspects of broadcasting will be examined.
Prerequisite: CMMN 401; junior standing

CMMN 421 Business Aspects of Broadcasting 3 crs.
Investigates several areas of broadcasting as a business: promotion, public relations, sales, programming, etc.
Prerequisite: CMMN 101; senior standing

CMMN 422 TV Analysis and Criticism 3 crs.
Analysis of the content, issues, and values of television programming and specific TV programs. Examination of the writings and reviews of selected television critics.
Prerequisite: CMMN 101; junior standing

CMMN 424 Broadcast/Cable Programming 3 crs.
Tactics and strategies of programming for commercial broadcast and cable systems in the United States.
Prerequisite: CMMN 101; junior standing

CMMN 440 The Documentary Image 3 crs.
The photograph, motion picture, and electronic image as documents of reality. Historical development of forms and styles. Emphasis on the social and ethical concerns of the image maker.
Prerequisite: CMMN 220; junior standing

CMMN 441 Film Artists 3 crs.
An examination of the works of selected major film artists.
Prerequisite: CMMN 220; junior standing

CMMN 442 Film Genres 3 crs.
A study of various films as they have evolved in the history of cinema.
Prerequisite: CMMN 220; junior standing

CMMN 443 Film History 3 crs.
A survey of the major periods in the development of international cinema.
Prerequisite: CMMN 220; junior standing

CMMN 444 Film and Culture 3 crs.
A study of the films of a given country, section, or culture.
Prerequisite: CMMN 220; junior standing

CMMN 445 Film Theory and Criticism 3 crs.
A survey of major film theories and the application of criticism.
Prerequisite: CMMN 220; junior standing

CMMN 450 History of Journalism 3 crs.
Development of journalism from its beginning to the present.
Prerequisite: CMMN 101; junior standing

CMMN 451 Literary Publishing 3 crs.
A survey of the book side of publishing. Writing and preparing a manuscript for publication will be treated.
Prerequisite: CMMN 101; junior standing

CMMN 452 The Great Journalists 3 crs.
A study of those outstanding American and English writers who have by their literary skills, vision, and sometimes by their character, profoundly influenced modern journalism. When some are novelists and essayists as well as journalists, we will study the relationship between their several careers.
Prerequisite: CMMN 101; junior standing

CMMN 455 Current Magazine Practice 3 crs.
Analysis of contemporary American magazines with emphasis on qualities of writing styles in journalism magazines.
Prerequisite: CMMN 101; junior standing

CMMN 470 Mass Persuasion 3 crs.
A study of commercial and political propaganda and their impact on society.
Prerequisite: CMMN 101; junior standing

CMMN 471 Mass Communications Literature 3 crs.
An advanced course focusing on one specific author or school of thought in the existing mass communication literature. Strong emphasis is placed on reading and class discussion.
Prerequisite: CMMN 101; junior standing

CMMN 472 Mass Communications Research 3 crs.
An advanced course reviewing current mass communication research methodologies with work on a specific research project.
Prerequisite: CMMN 400; junior standing

CMMN 473 International Media Systems 3 crs.
A survey of the media of other countries. Comparisons in values, patronage bases, freedom of expression, and similar concerns are the heart of the course.
Prerequisite: CMMN 101; junior standing

CMMN 474 Ethics of Mass Communications 3 crs.
Examination of the moral principles which order the work of the communications professional. The social responsibility of mass media institutions and the individual responsibilities of the practitioners.
Prerequisite: CMMN 101; PHIL 152; senior standing.

CMMN 480 Current Trends 3 crs.
Each offering of the course will change, since the content of the course is based on current issues and developments within the media.
Prerequisite: junior standing and permission of the instructor.

CMMN 495 Special Project arr.
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

CMMN 496 Seminar/Workshop arr.
Seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

CMMN 497 Internship/Practicum arr.
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.
Prerequisites: Students must complete a series of courses specified for each type of internship before entering on the internship. Requirements are published by the Department of Communications.

CMMN 498 Research Project arr.
Focuses on empirical or historical investigation, culminating in a written report.

CMMN 499 Independent Study arr.

City College

CMMN 100 Introduction to Mass Communication 3 crs.
A survey of the various fields of mass communications taught at Loyola and as such, specific preparation for courses taught in the department. Consideration is given to philosophical foundations, historical development, current trends and status, organizational structure, and career opportunities.

CMMN 101 Writing for the Mass Media 3 crs.
The theoretical bases of person-to-person communication and intensive directed practice in writing factual prose as used in mass media.
Prerequisites: COMP 119, CMMN 100

CMMN 250 Beginning Reporting 3 crs.
The basic of news coverage.
Prerequisite: CMMN 101

CMMN 260 Introduction to Graphics 3 crs.
A two dimensional design course.

CMMN 310 Advertising 3 crs.
Fundamentals, including the organization and operation of agencies and departments, the psychology of advertising and promotion, copywriting, and layout techniques. Assigned problems and demonstrations.
Prerequisite: CMMN 101

CMMN 311 Advertising Copywriting 3 crs.
A study of the elements involved in writing commercial copy, including concept, visualization, style, and sponsor image.
Prerequisite: CMMN 310

CMMN 312 Advertising Campaigns 3 crs.
Practical application of advertising theories in assigned projects.

Prerequisite: CMMN 311 **CMMN 316 Public Relations 3 crs.**
Development of contemporary public relations practices with emphasis on solving communications problems within organizations and institutions by applying appropriate theories and techniques.
Prerequisite: CMMN 101

CMMN 317 Writing for Public Relations 3 crs.
Writing for a variety of media in the context of public relations work; includes directed practice in preparing news releases, employee publication materials, copy of brochures and newsletters, copy for television and radio, and the like.
Prerequisites: CMMN 250, CMMN 316

CMMN 318 Public Relations Cases and Campaigns 3 crs.
An examination of case studies and typical public relations problems culminating in development of specialized communication materials to gain reaction and support from target groups.
Prerequisites: CMMN 317; senior standing

CMMN 350 Advanced Reporting 3 crs.
An advanced course in news writing with an emphasis on the creative handling of news stories, features and special interest articles.
Prerequisite: CMMN 250, POLS 100, 215 or 220

CMMN 352 Interpretive Writing 3 crs.
Types of interpretive journalism: editorials, columns, art reviews, etc.
Prerequisite: CMMN 350

CMMN 354 Feature Writing 3 crs.
A course in writing features for print and electronic media, with stress on the development of color and individual style.
Prerequisite: CMMN 250

CMMN 360 Advanced Graphics 3 crs.
The use and design of graphics for print, television and film. May be repeated.

Prerequisite: CMMN 260 **CMMN 365 Photography I 3 crs.**
A course in learning to observe and see. Lectures and instruction on the operation of still cameras and extensive black and white darkroom experience. Aesthetics are emphasized. Students must have use of an adjustable 35mm or large format still camera.

CMMN 400 Mass Communication Theory and Research 3 crs.
An advanced course tracing development of mass communications research from its origins to work recently published in academic journals. Students will be introduced to research methods and participate in one or more research projects.
Prerequisites: CMMN 101, junior classification

CMMN 401 Law of Mass Communications 3 crs.
An examination of major legal and regulatory developments in broadcasting and print journalism, with an emphasis on both legal and ethical considerations.
Prerequisites: CMMN 101, junior classification

CMMN 420 Broadcast Law 3 crs.
Laws and regulations dealing with all aspects of broadcasting will be examined.
Prerequisite: CMMN 401

CMMN 450 History of Journalism 3 crs.
Development of journalism from its beginning to the present.
Prerequisite: CMMN 101

CMMN 470 Mass Persuasion 3 crs.
A study of commercial and political propaganda and their impact on society.
Prerequisite: CMMN 101

CMMN 480 Current Trends 3 crs.
Each offering of this course will change, since the content of the course is based on current issues and developments within the media.

COMPOSITION

COMP 0517

City College

COMP 100 Basic Writing Skills 3 crs.
Close supervision in writing skills such as grammar, punctuation, spelling, construction of sentences and paragraphs, and in reading skills. Students who need to take COMP 100 are selected by means of a writing sample, or they may choose to register for the course.

COMP 119 English Composition 3 crs.
An adult approach to perfecting skills needed in writing informal essays and in preparing an academically sound research paper on a topic chosen by the student. An essay text with a wide range of authors provides opportunity for class discussion of writing techniques and topics for papers.

COMP 270 Business Writing 3 crs.
Instruction in preparation of letters, resumes, reports and other business writing.

COMP 375 Technical Writing 3 crs.
A course designed to assist the specialist (engineer, scientist, etc.) in writing for the general public.

COMPUTER INFORMATION SYSTEMS APPLICATIONS

CISA 0570

CISA 106 Microcomputers 3 crs.
This course will investigate the microcomputer and the impact of its powerful tools upon the way humans work. The student will examine and use word processors, graphic construction tools, spreadsheet calculators and BASIC programming language. Emphasis will be placed upon exploring the ways that such tools change the way that we work and think.

CISA 110 Introduction to Computer Information Systems 3 crs.
This course introduces computer hardware, software, procedures, systems, and human resources and explores their integration and application in business and in other segments of society. The fundamentals of computer problem solving and programming in a higher-level programming language are discussed and applied.

CISA 115 Computer Programming Language: COBOL 3 crs.
COBOL, the COmmon Business Oriented Language, is used to introduce problem solving methods and algorithm development of business data processing problems. The student will learn to design, code, debug, and document programs using techniques of structured programming style.
Prerequisite: CISA 110, or permission of instructor

CISA 206 Further Microcomputer Applications 3 crs.
This course studies the second-wave of microcomputer software primarily related to graphics and image processing. Topics include basic concepts of graphics data representation, desk-top publishing, hypertext, and interactive presentation authoring.
Prerequisite: familiarity with microcomputer use.

CISA 260 Advanced COBOL Programming 3 crs.
A continuation of CISA 115. Emphasis is on structured methodology of program design and developing, testing, implementing, and documenting common business-oriented applications using COBOL. Covers sequential and random access files and processing techniques and developing programs and systems of programs for batch and interactive environments.
Prerequisite: CISA 115

CISA 280 Systems Analysis Methods 3 crs.
An overview of the systems development life cycle with emphasis on techniques and tools of system documentation and logical system specification.
Prerequisite: CISA 115

CISA 360 Structured Systems Analysis and Design 3 crs.
Advanced coverage of the strategies and techniques of structured systems development.
Prerequisite: CISA 260, CISA 280

CISA 370 Data Base Program Development 3 crs.
A course emphasizing software design and programming in a data base environment.
Prerequisite: CISA 280

CISA 380 Software and Hardware Concepts 3 crs.
A survey of technical topics related to computer systems with emphasis on the relationships between hardware architecture, systems software, and applications software.
Prerequisite: CISA 260

CISA 470 EDP Audit and Controls 3 crs.
An introduction to EDP auditing with emphasis on EDP controls, audit types and audit techniques and their effects on system development.
Prerequisite: CISA 370

CISA 495 Applied Software Development Project 3 crs.
A capstone systems course integrating the knowledge and abilities gained through the other computer-related courses in the curriculum within a comprehensive system development project.
Prerequisites: CISA 370 and senior classification.

COMPUTER SCIENCE

COSC 0224

COSC 105 Beginning Programming 3 crs.
This course introduces students whose area of concentration is not computer science to problem solving techniques and algorithm development. The student will study elementary programming techniques, debugging and program verification.

COSC 106 Microcomputers and Productivity 3 crs.
This course will investigate the microcomputer and the impact of its powerful tools upon the way humans work. The student will examine and use word processors, graphic construction tools, spreadsheet calculators and the BASIC programming language. Emphasis will be placed upon exploring the ways that such tools change the way that man works and ultimately thinks.

COSC 132 The Computer Impact 3 crs.
Common Curriculum: Natural Sciences Modern
This course provides students with the basic knowledge to understand computer information technology and, more importantly, to understand the impact of this technology and its ethical implications on the individual, organizations, and society. Computer programming will not be required; however, students will use word processors for writing papers.

COSC 210 Programs and Problem Solving 3 crs.
Introduces techniques of solving problems with computers and teaches techniques/methodologies important to good programming. Emphasis will be on the introduction of a range of algorithms along with development of programming design. Topics included: string processing, subprograms, internal searching/sorting, simple data structures and input/output methods.

COSC 215 Fundamental Structures of Computer Science 3 crs.
This course presents the major control and data structures fundamental to all areas of computer science. It addresses the techniques of selection and looping logic in program flow. It also develops the non-numeric algorithms which act on different data structures. Topics covered will include array, queue, stack and list processing.
Prerequisites: COSC 210 and MATH 204

COSC 225 Abstract and Real Machines 3 crs.
This course will introduce the various functional components of contemporary computer system hardware and concepts of system architecture. Task specialization and communications will be stressed. A simple machine language and assembler will be introduced to demonstrate programmer control of hardware components.
Prerequisites: COSC 215 and PHIL 206

COSC 260 Algorithms and Their Analysis 3 crs.
This course will develop students' ability as writers and critics of programs. As programming is both art and science, student programmers can benefit considerably from analysis of case studies in a wide variety of areas. Topics include combinatorial algorithms, lower bound theory, classification and verification of algorithms and complexity of algorithms.
Prerequisite: COSC 225

COSC 275 Languagues and Their Processors 3 crs.
This course examines the nature of programming languages and the programs that implement them. It covers the basic elements of programming language organization and implementation. The emphasis is on the elements of general purpose languages. Topics include lexical analysis, simple parsing, semantic analysis and interpretation for elementary arithmetic expressions.
Prerequisite: COSC 225

COSC 350 Data Processing 3 crs.
This course develops principles and techniques of programming data processing applications in contemporary business oriented language, the nature of the data processing task and environment, and sequential, direct and indexed data organization methods and processing techniques.
Prerequisite: COSC 215

COSC 360 Operating Systems and Environments 3 crs.
This course examines the nature of computer resource management and the programs that perform such a function. It covers the basic elements of input/output resource management, memory management and task scheduling. The emphasis is on the elements of a general purpose multi-tasking operating system.
Prerequisite: COSC 275

COSC 370 Theory of Computation and Automata 3 crs.
This course introduces abstract machines (computing devices that are specified on paper and not necessarily realized as some mechanical or electronic device). Essential properties of existing computer systems provide the framework for the presentation of the abstract machines.
Prerequisite: COSC 275

COSC 375 Numerical Algorithms 3 crs.
This course develops the computational procedures which are fundamental to numeric applications. The student will study error analysis, numerical solutions of polynomial and transcendental equations, systems of linear equations using iterative methods, polynomial interpolation, quadrature, evaluation of functions and curve fitting.
Prerequisites: COSC 215 and MATH 258

COSC 405 Artificial Intelligence 3 crs.
This course teaches the fundamentals of artificial intelligence, including problem solving techniques, search, heuristic methods and knowledge representation. Topics include AI programming, expert systems and an introduction to natural language processing.
Prerequisite: COSC 275

COSC 425 Computer Graphics 3 crs.
This course introduces technology and techniques of computer graphics. Various graphic hardware devices will be surveyed as will graphic software support. The student will design and implement programs to produce graphic display, both statistical and dynamic, with real time interaction. Three-dimensional perspective transformations will be explored.
Prerequisites: COSC 275

COSC 430 Database Management Systems 3 crs.
This course studies different database management system architectures, security and integrity, storage structures, data models and submodels, access controls and data sharing.
Prerequisites: COSC 275

COSC 440 Natural Language Processing 3 crs.
This course introduces students to basic concepts and techniques of natural language processing with emphasis on notational structures for representing natural languages, common control schemes, and application areas including query systems.
Prerequisites: COSC 405

COSC 460 Advanced Programming Languages and Compilers 3 crs.
This course will examine the nature of advanced programming languages and operational environments. Special emphasis will be placed upon concurrent tasks as elements of program structure. Implementation techniques of code threading and microprogramming will be explored.
Prerequisite: COSC 360

COSC 465 Computer Architecture 3 crs.
This course teaches the important concepts in computer system hardware design. Topics include design models including the register transfer level model, instruction set processor model and processor memory switch model along with information theory, queuing theory and performance evaluation techniques.
Prerequisite: COSC 360

COSC 470 Communication Systems and Networks 3 crs.
This course examines the problem of data communication and various hardware and software systems that achieve it. Topics include asynchronous and synchronous communications, modem, simplex and duplex systems and local area networks.
Prerequisite: COSC 360

COSC 493 Special Topics in Computer Science 3 crs.
As need or interest arises, courses will be provided under this number to add further breadth to the computer science student's degree program.

COSC 495 Special Project arr.
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

COSC 496 Seminar/Workshop arr.
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

COSC 498 Research Project arr.
Focuses on empirical or historical investigation, culminating in a written report.

COSC 499 Independent Study arr.

CRIMINAL JUSTICE

CRJU 0556

CRJU 101 Introduction to Law Enforcement 3 crs.
Introduction to the philosophical and historical background of law enforcement. The principles of organization and administration for functions and activities; planning and research; public relations, personnel and training; inspection and control; direction; policy formation.

CRJU 105 Introduction to Criminal Justice Systems 3 crs.
Intended to introduce the student to how the justice system works in America. It begins with a discussion of the underlying rationale for punishment of crimes. Topics discussed include: police, role of the attorney, bail, criminal trial, sentencing, corrections, and post-conviction remedies.

CRJU 200 Criminalistics 3 crs.
An introduction to the techniques of crime scene investigation. The value of evidence; preservation of the crime scene; crime scene searching; photography; the sketching of crime scenes. Also covered are techniques for the recognition, collection, and preservation of specific types of evidence.

CRJU 201 Criminalistics: Crime Lab 3 crs.
The scientific evaluation of physical evidence by the crime laboratory. Basic scientific principles; laboratory instrumentation; analytical techniques for specific evidence types. Designed to introduce the student to the kinds of information that can be expected from evidence collected at crime scenes and how that information is obtained by the crime laboratory. CRJU 200 is not a prerequisite for this course.

CRJU 210 Police Administration 3 crs.
Individual and group studies in the dynamics of law enforcement and administration. Policy formation and decision making in management from a human relations and organizational point of view. Electronic data processing in law enforcement.

CRJU 218 Criminal Procedure 3 crs.
The study of the formal process whereby the government seeks to convict and punish a person for a criminal offense. Special emphasis will be placed on appellate review, the law of search and seizure, interrogations, confessions, the use of informers and entrapment, pretrial procedures, and various doctrines applying the fourteenth amendment.

CRJU 220 Recent Supreme Court Decisions 3 crs.
Students are exposed to an in-depth discussion and analysis of the most recent Supreme Court decisions in criminal cases. Issues of procedural and substantive law, right to counsel, criminal evidence, and constitutional law will be covered.

CRJU 255 Juvenile Justice Process 3 crs.
An examination of the major decisions made about juveniles from initial contact by the police through termination of legal control over their conduct. Constitutional limitations on the power of the juvenile justice process as a result of recent Supreme Court decisions case law developments, and statutory changes will be reviewed.

CRJU 313 Criminal Evidence 3 crs.
The rules of evidence will be examined including examination of witnesses, impeachment, real, direct, and circumstantial evidence. Special emphasis will be given to relevancy, hearsay and its exceptions, privileges, presumptions and inferences, burden of proof, judicial notice and the parole evidence rule.

CRJU 345 Seminar — Constitutional Law 3 crs.
Basic constitutional law, and in-depth analysis of Supreme Court decisions decided during recent terms of court with a special emphasis on trends in constitutional law and criminal procedure.

CRJU 385 Seminar in Advanced Criminology 3 crs.
Selected topics in criminology examined in depth through assigned readings and classroom discussion.

CRJU 405 Criminal Law 3 crs.
Sources of criminal law. Theories of punishment, corpus delicti, and basic elements of crime; specific offenses, principles of liability to punishment, and specific defense to criminal behavior.

DECISION SCIENCE

DECS 0302

DECS 200 Statistics I 3 crs.
Sources and collection of business data; descriptive statistics; probability theory and distribution; and sampling methods, estimation and hypothesis test. Business applications and use of canned computer programs.
Prerequisite: MATH 115

DECS 201 Statistics II 3 crs.
Chi-square tests, analysis of variance, experimental design, simple regression and correlation analysis, multiple regression analysis, time series, index numbers, nonparametric tests, and decision theory. Business applications and use of canned computer programs.
Prerequisites: DECS 200, MATH 116

DECS 305 Business Forecasting 3 crs.
This course deals with various forecasting methods with emphasis on quantitative forecasting based on solid data. Model building, simulation, assessment and implementation of forecast will be discussed.
Prerequisites: ECON 201, DECS 201, junior standing.

DECS 310 Quantitative Methods and Information Systems 3 crs.
This course involves collection, analysis and utilization of data for the purpose of making decisions in both profit and not-for-profit organizations. The quantitative methods that will be taught are linear programming, sensitivity analysis, transportation method, Monte Carlo simulations, waiting line theory and models, and critical path scheduling.
Prerequisites: DECS 201, junior standing.

DECS 499 Independent Study in Decision Science arr.
See description in College of Business Administration section.

DRAMA

DRAM 0206 and DRAM 0506

College of Arts & Sciences

DRAM 103 Stagecraft I 3 crs.
Introduction to the principles of theatre production: scenery, lighting, properties, makeup, and other elements of the performance situation. Two hours of lecture per week and two intensive six week lab sessions when productions are scheduled.

DRAM 104 Stagecraft II 3 crs.
See DRSP 103.

DRAM 110 Movement Theatre Workshop 3 crs.
Workshop study of the dynamics of the human body as an expressive instrument in theatrical production.

DRAM 112 Vocal Theatre Workshop 3 crs.
Workshop study of the dynamics of the human voice as an expressive instrument in theatrical production.
Prerequistite: DRAM 110

DRAM 130 World Theatre I 3 crs.
Common Curriculum: Humanities/Arts Premodern
Examination of the relationship between Art and its audience, focusing on major examples of pre-Modern Dramatic Art, from 500 B.C. to 1900 A.D. Both historical understanding and contemporary values are stressed.

DRAM 132 World Theatre II 3 crs.
Common Curriculum: Humanities/Arts Modern
Examination of the relationship between Art and its audience, focusing on major examples of Modern Dramatic Art, from 1900 to the present. Both historical understanding and contemporary values are stressed.

DRAM 142 Black Theatre to 1940 3 crs.
Common Curriculum: Humanities/Arts Modern
A course in dramatic literature concentrating on influential plays by black playwrights, with further consideration of black participation in the theatre and of the representation of blacks in dramatic presentations in various media. From 1767 to the 1930s.

DRMA 143 Black Theatre 1940 to present 3 crs.
Common Curriculum: Humanities/Arts Modern
After an overview of the black image in American entertainment from the beginning to the 1940s, this course deals with trend-setting plays and other forms of entertainment relating to blacks from the 1940s to the present.

DRAM 220 Acting I 3 crs.
This course focuses on an introduction to the techniques of acting. Students, in laboratory, explore problem areas encountered by actors in approaching a role.

DRAM 221 Acting II 3 crs.
This course emphasizes the study of acting scenes. Students perform scenes from a variety of plays and learn the techniques of textual analysis necessary to characterization.
Prerequisite: DRAM 220

DRAM 230 Body Movement for Theatre 3 crs.
Application of movement structure to dramatic presentation in areas of Stage Blocking and Characterization.
Prerequisite: DRAM 110 or permission of instructor

DRAM 235 Mime and Pantomime 3 crs.
Through physical exercises, elements of the human body in movement are isolated, studied, and reconstructed according to technical a artistic principles.
Prerequisite: DRAM 110 or permission of instructor.

DRAM 240 Theatre History 3 crs.
Survey of theatrical history, covering the chief characteristics and developmental processes of each period from the Greeks to present times.

DRAM 262 Theatre Workshop 2 crs.
Emphasizes the process of working together on original or published scripts with a view toward performance. May be taken more than once.

DRAM 300 Play Production arr.
Involves the production of one full length play. Includes work on makeup, costuming, lighting, acting, directing, set design and construction. May be taken more than once.

DRAM 317 Make-Up Stage and TV 2 crs.
A practical course in the use of make-up and masks for a variety of effects for stage and television.

DRAM 321 Advanced Performance Workshop 2 crs.
An intensive workshop in a particular style of theatrical performance. May be taken more than once.

DRAM 340 Playwriting 2 crs.
Analysis of linear and nonlinear plays for an appreciation of principles operative in both. Student is expected to complete at least one one-act play or the first draft of a full length.

DRAM 400 Psychodrama 3 crs.
Practice in the techniques of role playing and spontaneous drama arising from problems within the group. Based in work of J.L. Moreno.

DRAM 410 Directing 3 crs.
Fundamentals of play directing. As a final project, students will direct a short play or a scene from a play. Drama juniors and seniors only or permission of instructor.
Prerequisite: DRAM 220

DRAM 425 Lighting for Stage and TV 3 crs.
Principles and practices of stage lighting for the theatre, television, and allied media.

DRAM 430 Scene Design 3 crs.
Methods and materials of stage design.

DRAM 455 Theatre Management 2 crs.
Theory and practice of budget, advertising, ticket and box office operations.

DRAM 485 Acting for tage/Film/TV 2 crs.
Faculty and guest speakers discuss areas of interest with a view toward further study or entry into the profession. Students prepare resumes and portfolios.

DRAM 490 Senior Project 0 crs.
The student will direct a one-act play and submit a production book that records the work and process.
Prerequisite: DRAM 410

DRAM 495 Special Project arr.
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

DRAM 496 Seminar/Workshop arr.
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

DRAM 497 Internship/Practicum arr.
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

DRAM 498 Research Project arr.
Focuses on empirical or historical investigation, culminating in a written report.

DRAM 499 Independent Study arr.

ECONOMICS

ECON 0303

ECON 130 Economics and Society 3 crs.
Common Curriculum: Introductory
Designed to introduce the student to the tools available for understanding and making decisions about current economic problems such as energy, crime, education, pollution, unemployment, and inflation; focus is on the proposition that basic economic concepts are essential in making better decisions about everyday problems. Not open to business students or to students who have completed ECON 200 or 201.

ECON 200 Principles of Microeconomics 3 crs.
Introduction to economic analysis, allocation of resources, distribution of income, specialization, exchange, demand, production, costs, supply, market structures, pricing, and international trade.
Prerequisite: MATH 115

ECON 201 Principles of Macroeconomics 3 crs.
Circular flow of the economy, national income accounting, aggregate unemployment, inflation, growth, fiscal policy, monetary policy, incomes policies (wage and price controls), and international monetary relations.
Prerequisites: MATH 115, ECON 200

ECON 300 Intermediate Microeconomics Analysis 3 crs.
Analysis of the theory of demand and the theory of the firm, perfect and imperfect competition, the pricing of resources, general equilibrium.
Prerequisites: MATH 116, ECON 201, junior standing.

ECON 301 Intermediate Macroeconomics Analysis 3 crs.
Measurement of aggregate economic activity: theory of national income, employment, and the price level. Role of fiscal and monetary policy in stabilization and growth.
Prerequisites: MATH 116, ECON 201, junior standing.

ECON 305 International Economics 3 crs.
The course studies various theses dealing with why nations trade and the nature of the traded items. The course also studies international financial arrangements including fixed and flexible exchange rates and adjustments to disequilibrium.
Prerequisites: ECON 201, junior standing.

ECON 310 Government and Business 3 crs.
This course will examine a broad range of government activities in a market economy. The emphasis will be on activities which primarily effect the allocation and distribution of resources and output. These activities will be evaluated with respect to efficiency and equity. Among the topics to be discussed are antitrust, minimum wage legislation, tariffs, unionism, pollution, health, education and safety.
Prerequisites: ECON 130 or ECON 200, junior standing.

ECON 315 Managerial Economics 3 crs.
Use of tools and techniques of economic analysis to analyze and solve managerial problems; framework for making decisions concerning economic choices in a wide variety of situations.
Prerequisites: DECS 201, ECON 201, junior standing.

ECON 320 Economics of the Public Sector 3 crs.
The theory and practice of public sector resource allocation, income distribution and economics stabilization problems are studied. An analysis is provided of the theory and application of taxation and expenditure policies. The course also includes a discussion of the various forms and impacts of government regulations.
Prerequisites: ECON 201, junior standing.

ECON 493 Special Topics in Economics 3 crs.
Prerequisites: Junior standing, ECON 201.

ECON 499 Independent Study in Economics arr.
See description in College of Business Administration section.

EDUCATION

EDUC 0214

EDUC 100 Foundations of Education 3 crs.
Survey of the philosophical, historical, psychological and socio-cultural foundations of education. Field experiences included.

EDUC 130 Culture and Learning 3 crs.
Common Curriculum: Behavioral/Social Science Modern
Survey of philosophical, historical and cultural bases of education in American society. Course introduces students to inquiry of education as a unique institution, analyzes one's own educational experience as a product of schooling, and forms critical perspective about the relationship between current educational issues and forces operating in culture.

EDUC 270 Basic Ballet I 2 crs.
Fundamental techniques: Exercises and steps.

EDUC 271 Basic Ballet II 2 crs.

EDUC 272 Intermediate Ballet 2 crs.

EDUC 273 Ballet Repertory 3 crs.

EDUC 276 Modern Dance 1 cr.

EDUC 277 Rhythm and Movement 2 crs.

EDUC 280 Personal and Community Health 2 crs.
This course is designed to provide educators with an understanding of community health problems/issues and how they impact their work in the classroom. This course will examine each issue from several perspectives including prevention, intervention, legal obligations, school policies, problem solving, addressing feelings - children's/parent's/teacher's, ethical considerations, advocacy -individual and systemic.

EDUC 281 First Aid and Safety 2 crs.
Knowledge and application of first aid procedures.

EDUC 282 Organization and Administration of Intramurals 1 cr.
Program design and administration of intramurals. Emphasis on organization, content, policies, equipment, and facilities.

EDUC 290 Handball-Racquetball 1 cr.

EDUC 292 Body Mechanics and Conditioning 1 cr.

EDUC 294 Tennis 1 cr.

EDUC 296 Teamsports 1 cr.

EDUC 300 Tests and Measurements 3 crs.
Principles and practices utilized in the construction and improvement of teacher-made tests and an appraisal of standardized tests available to school systems.

EDUC 305 Educational Psychology 3 crs.
Study of psychological principles as applied to the field of education. Includes growth and development, mental abilities, motivation, learning styles and individual differences.

EDUC 315 Urban Education 3 crs.
Study of schooling in urban settings. Emphasis on school-community relations, big-city politics, and innovations in inner-city schools.

EDUC 398 Early Childhood Growth and Development 3 crs.
Early Childhood Growth and Development provides a study of the fundamental principles of human growth and development from infancy to seven years of age. Cognitive, physical, emotional, and social factors with their attending educational implications are emphasized.

EDUC 399 Curriculum, Methods, and Materials in Early Childhood Education 3 crs.
Curriculum, Methods, and Materials in Early Childhood Education includes the presentation and study of the various curricula currently being implemented in nursery schools and kindergarten. It provides the study of pedagogical methods appropriate to serving the needs of the young child. Field experiences will enable students to observe early childhood teachers utilize these methods and materials in nursery school and kindergarten settings. Students will serve as aides to early childhood teachers.

EDUC 400 Computers in Education 3 crs.
This course is an intensive analysis of many different types of computers, peripherals, operating systems and programs found in educational settings. Evaluation techniques are covered and computer laboratory experiences are required.

EDUC 401 Practicum in Early Childhood Education 3 crs.
Professional lab experiences in nursery school and in kindergarten under the supervision of certified teachers. Total of 108 clock hours earned, 54 hours in nursery school and 54 hours in kindergarten.

EDUC 495 Special Project arr.
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project by its lack of the historical or experimental method of "research."

EDUC 496 Seminar/Workshop arr.
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

EDUC 497 Internship/Practicum arr.
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

EDUC 498 Research Project arr.
Focuses on empirical or historical investigation, culminating in a written report.

EDUC 499 Independent Study arr.

EDUCATION — ELEMENTARY

EDEL 0208

EDEL 200 Art for Elementary School Teachers 3 crs.
Practical experience in art at the elementary level.

EDEL 205 Child Psychology 3 crs.
Study of the growth and development of the child from birth to adolescence with emphasis on motor function, language, intelligence, social and emotional adjustment, moral development. Field experiences included.

EDEL 210 Psychology of the Exceptional Child 3 crs.
Study of the recognition of various types of exceptional children; techniques of appropriate classroom management stressed. Field experiences included.

EDEL 215 Teacher Aide Elementary 1 cr.
As a prerequisite to student teaching, the student must participate in 50 clock hours of classroom activities approved by the department.

EDEL 258 Music Essentials and Methods Elementary 3 crs.
Course covers fundamentals of music, piano accompaniments, rhythm band activities, sociological, psychological uses of music.

EDEL 300 Characteristics of Learning Disabilities 3 crs.
Various professional approaches used in understanding disabled learners through exploring basic recognition, understanding and remediation of learning disabilities.

EDEL 305 Language Development 3 crs.
Study of normal, delayed, and distorted language development. Diagnostic and remedial techniques for children with language disorders.
Prerequisite: Permission of instructor.

EDEL 310 Teaching Science Elementary 3 crs.
Elementary Science curriculum and instruction. Emphasis on visual aids, lab demonstrations and field experiences.

EDEL 315 Teaching Arithmetic Elementary 3 crs.
Review of arithmetic, development of number concepts through insights and understanding growing out of the child's experience. Use of diagnostic materials and analysis of abilities used in problem solving. Field experiences.

EDEL 320 Children's Literature 3 crs.
Study of the various types of children's literature and its uses in the elementary school. Dramatization and theory of story telling. Field experience included.

EDEL 325 Teaching Reading Elementary 3 crs.
Methods and materials used in reading instruction in elementary schools. Field experience included.

EDEL 330 Problems in Reading at the Elementary Level 3 crs.
Designed to explore in depth the causes and remediation of reading disabilities in the elementary classroom. Field experience format.

EDEL 335 Practicum in Elementary Reading 3 crs.
Students work in critical settings at elementary school level, aiding children who have reading problems.
Prerequisite: EDEL 325 and 330.

EDEL 340 Techniques in Physical Education in Elementary School 2 crs.
Methods and techniques in physical education in the elementary school. For elementary education students.

EDEL 343 Evaluating Children's Learning 2 crs.
Skills and strategies in the assessment and evaluation of children's learning are presented and discussed.

EDEL 345 Health Education in Elementary School 2 crs.
Materials, methods, techniques and trends in elementary school health instruction programs. For elementary education students.

EDEL 410 Student Teaching Elementary 9 crs.
No other courses may be taken during this semester. Prerequisites and specific course requirements reflect departmental policies and Louisiana State Certification standards. Detailed information and permission to register are to be obtained from the director of elementary student teaching.
Prerequisite: Completion of junior year; grade pt. of 2.25 in professional and teaching courses. Apply to Loyola's Department of Education during prior semester. Course fees are $100.

EDEL 495 Special Project arr.
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method of "research."

EDEL 496 Seminar/Workshop arr.
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

EDEL 497 Internship/Practicum arr.
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

EDEL 498 Research Project arr.
Focuses on empirical or historical investigation, culminating in a written report.

EDEL 499 Independent Study arr.

EDUCATION — SECONDARY

EDSE 0212

EDSE 200 Adolescent Psychology 3 crs.
Study of physical, emotional, intellectual, social and moral development of the adolescent with application to his mental health and education. Field experiences included.

EDSE 215 Teacher Aide: Secondary 1 cr.
In preparation for student teaching, the student may participate in 50 clock hours of classroom activities approved by the department.

EDSE 300 Secondary Sc ol Methods 3 crs.
Investigates secondary classroom teaching methods and techniques. Prerequisite to student teaching. Field experiences included.

EDSE 305 Teaching Reading Secondary 3 crs.
Designed for secondary school teachers, grades 7-12. Remedial, corrective, and developmental procedures, "How to Read" in subject matter areas, teaching materials, including machines, will be covered.

EDSE 310 Problems in Reading Secondary Level 3 crs.
Designed to explore in depth the causes and remediation of reading disabilities in the secondary classroom. Field experience format.

EDSE 315 Practicum in Secondary Reading 3 crs.
Students work in critical settings at the secondary school level assisting students experiencing reading difficulties.
Prerequisite: EDSE 305

EDSE 405 Practicum in Secondary Education 3 crs.
Required for individuals already certified at the elementary level who desire secondary certification. Includes 108 clock hours of secondary school activities: minimum of 45 hours in observation and participation. Student must present verification of 3 years' teaching experience.
Prerequisite: Three years' teaching experience and permission of instructor.

EDSE 410 Student Teaching Secondary 9 crs.
Full-time directed teaching assignment in a nearby secondary school.
Prerequisite: EDSE 215, 300, GPA of 2.25 in professional and teaching field courses. Completion of junior year. Apply to Loyola's Education Dept. during prior semester. Course fees are $100.

EDSE 495 Special Project arr.
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method of "research."

EDSE 496 Seminar/Workshop arr.
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

EDSE 497 Internship/Practicum arr.
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

EDSE 498 Research Project arr.
Focuses on empirical or historical investigation, culminating in a written report.

EDSE 499 Independent Study arr.

ENGLISH

ENGL 0276

College of Arts and Sciences

ENGL 095 Fundamentals of Grammar 3crs.
Close supervision to meet deficiencies in grammar and in sentence and paragraph construction, credits from this course are added to the normal total for the student's degree program; they do not fulfill requirements for any degree program or for common curriculum. Students are assigned to this course based on an English department placement test.

ENGL 100 Expository Writing 3 crs.
This course is an introduction to English composition with special focus on grammar, paragraph structure, expository essay structure, and critical reading skills. This course is for students who are not yet qualified to take ENGL 122; students are assigned to the course on the basis of a placement test administered by the English department.

ENGL 105 English Composition - International Students I 3 crs.
International/Bilingual students: Intensive review of study skills, bilingual language problems and composition for students who speak English as a second language and are not ready to take ENGL 122. Entrance by writing sample.

ENGL 106 English Composition - International Students II 3 crs.
International/Bilingual students: Students who pass ENGL 105 but are not, in the judgment of the English department, ready for ENGL 122 will be required to take ENGL 106. ENGL 106 continues the emphasis of ENGL 105 but with more stress on drill and pattern practice, individual language problems and personal learning strategies.

ENGL 122 Analysis of Argument 3 crs.
Common Curriculum: Introductory
Intensive training in English composition. This course is designed to develop the student's ability to structure his or her thoughts, to take a position, and to defend it by turning information into evidence.
This course is graded pass/fail.

ENGL 125 The Emerging Self 3 crs.
Common Curriculum: Introductory
This course explores the theme of initiation, or the emerging self, in a number of its literary forms. Most, though not all, of the tales are modern, realistic, and concerned with young adults in a pluralistic society. The narratives will confirm or challenge the experience of young people and may foreshadow images of their future lives.
Prerequisite: ENGL 122

ENGL 144 Screen Power 3 crs.
Common Curriculum: Humanities/Arts Modern
This course aims to introduce students to an analytical model dealing with the ideological power of screen with respect to its aesthetics, content, and audience appeal. Recent studies argue that film is not ideologically free and that any serious study of film history, aesthetics, or criticism should take this into account.
Prerequisite: ENGL 122 or 205.

ENGL 146 Latin American Film and Literature 3 crs.
Common Curriculum: Humanities/Arts Modern
This course aims to introduce the student to the more significant fiction and films produced in modern Latin America, an area whose cultural richness and aesthetic achievement is still largely unknown in North America.
Prerequisite: ENGL 122 or 205.

ENGL 148 Romantic Vision 3 crs.
Common Curriculum: Humanities/Arts Modern
This course will emphasize the aesthetic developed in the romantic period as a response to demystifying forces in science, culture, religion, and psychology. The vision developed by Wordsworth and others in poetry and art altered the history of aesthetics and continues to affect today's art. (Also listed as VISA 138)
Prerequisite: ENGL 122 or 205

ENGL 152 Literature and Female Identity 3 crs.
Common Curriculum: Hamanities/Arts Modern
This course will examine the role literature plays in constructing female identity. Through studying works from both sexes and several cultures, students will discover links between ideologies and concepts of femaleness and will learn how critical analysis of literature can work to oppose sexual prejudice and ethnocentrism.
Prerequisite: ENGL 122 or 205

ENGL 154 Women in American Lit 3 crs.
Common Curriculum: Humanities/Arts Modern
This course will focus on women writers' contribution to the development of American literature and it will examine the ways in which women try to go beyond stereotypical definition. Finally, it will help students see how female experience complements and questions traditional American myths.
Prerequisite: ENGL 122 or 205

ENGL 159 Romantic Words/Pictures 3 crs.
Common Curriculum: Humanities/Arts Modern
A study of romantic verbal and visual imagery, emphasizing the issues and values at stake in debates over the 18th and 19th century sister arts tradition in England. Poetry by Blake, Wordsworth, Keats, others. Paintings by Constable, Turner, others. Readings in Burke, Lessing, Reynolds, others.
Prerequisite: ENGL 122 or 205

ENGL 164 Film Humanism 3 crs.
Common Curriculum: Humanities/Arts Modern
Film is the closest thing in contemporary culture to a universal humanism — it relies upon a consciously contrived, integrated set of visual images, sounds and music generally accessible to anyone in the west. Film works as an artform giving us insights traditional to other humanistic forms, such as traditional concepts of great people, works, ideas.
Prerequisite: ENGL 122 or 205

ENGL 169 Multicultural Literature 3 crs.
Common Curriculum: Humanities/Arts Modern
This course is in literature dealing with cross-cultural themes and experiences. It will include, but not be limited to, literature of colonial and post-colonial experience. Its purpose is to create a greater awareness of how representations of other people, peoples, and cultures function in our personal and communal lives.
Prerequisite: ENGL 122 or 205

ENGL 174 Women's Literature 3 crs.
Common Curriculum: Humanities/Arts Modern
A historical study of literature focusing upon women's struggle for equality. Readings include fiction, drama, poetry and biography by and about women, and historical, sociological and psychological essays.
Prerequisite: ENGL 122 or 205

ENGL 176 Modernism in Art and Literature 3 crs.
Common Curriculum: Humanities/Arts Modern
"Modernism" is a term that has come to include not only the styles of late 19th and 20th century art and literature but also the philosophic and moral issues represented in these art forms. This course examines major 20th century works of art and literature and the issues of modern life raised by these works.
(Also listed as VISA 140).
Prerequisite: ENGL 122 or 205

ENGL 177 Harlem Renaissance 3 crs.
Common Curriculum: Humanities/Arts Modern
This course focuses on the first major African American literary and cultural movement of the twentieth century. In addition to familiarizing the student with the specific literary and cultural background out of which the Harlem renaissance developed, the course covers the major writers of the movement with some emphasis on their relationship to the artists of the jazz era.
Prerequisite: ENGL 122 or 205

ENGL 178 Black Thought and Art3 crs.
Common Curriculum: Humanities/Arts Modern
A survey of major themes, genres and motifs in Black literature of Africa, the United States and the Caribbean. Explores the religious, historical, socio-political and cultural ideals of Black people. Evaluates the role of Black writers in projecting the contributions of Black people to the world of culture and civilization.
Prerequisite: ENGL 122 or 205

ENGL 179 Feminist Readings 3 crs.
Common Curriculum: Humanities/Arts Modern
An introduction to feminist criticism's questioning of concepts of literary canon and genre, the relationship between psychology and language, and the text of our culture itself. This study of feminist theories will be oriented towards practical application. We will analyze literature from a feminist perspective to produce cultural criticism.
Prerequisite: ENGL 122 or 205

ENGL 180 Science Fiction and Fantasy Literature 3 crs.
Common Curriculum: Humanities/Arts Modern
We will survey the major science fiction/fantasy themes and forms in an effort to assess their relevance to our complex postmodern society. The values discussed and the issues raised by this study—such as individual freedom vs social determinism—should help the student better grasp the individual's role in our contemporary technological world.
Prerequisite: ENGL 122 or 205

ENGL 188 Introduction to Folklore 3 crs.
Common Curriculum: Humanities/Arts Modern
This course surveys the various types of oral, customary and material folklore and also examines in depth the traditions of selected folk groups. It emphasizes the interdisciplinary nature of folklore studies by analyzing folk culture through a variety of anthropological, historical, linguistic, literary, psychological and sociological approaches. (Also SOCI 188)
Prerequisite: ENGL 122 or 205

ENGL 189 Chaucer and His World 3 crs.
Common Curriculum: Humanities/Arts Modern
An examination of medieval culture " with special emphasis on art, philosophy, religious and social codes of the period " as they are reflected in the work and thought of one of the great writers of western letters.
Prerequisite: ENGL 122 or 205

ENGL 190 Literature and Technology 3 crs.
Common Curriculum: Humanities/Arts Modern
A survey of important British and American literary works seen in relation to the changing technologies of literary production. *Beowulf*, for example, is seen as a product of an oral culture, *Rasselas* as a product of the print age. Also considered: script, stage, illustrated works, and briefly noted, film and television.
Prerequisite: ENGL 122 or 205

ENGL 192 The Sixties Through Lit 3 crs.
Common Curriculum: Humanities/Arts Modern
This course examines America during one of its most exciting and idealistic periods through the literature of the civil rights movement, the anti-war movement, the counter culture movement, and the women's movement in order to understand the values, assumptions and conflicts of the decade.
Prerequisite: ENGL 122 or 205

ENGL 199 Arthurian Legend 3 crs.
Common Curriculum: Humanities/Arts Pre-Modern
A survey of arthurian literature and art from the middle ages to the present, tracing the growth of the legend from early tenth-century chronicles through the romances of the high middle ages and its eventual evolution to such contemporary works as the film epic "Excalibur" to the feminist novel "The Mists of Avalon".
Prerequisite: ENGL 122 or 205

ENGL 205 Writing About Texts 3 crs.
An introductory composition course for English majors which provides training in the writing process. It covers rhetorical, argumentative, and representational dimensions of literary and non-literary texts.
Prerequisite: permission of chairperson.

ENGL 206 Reading Poetry 3 crs.
An introduction to the basic tools needed to read English & American poetry, including concepts of genre, form, metrics, figurative representation and history.
Prerequisite: ENGL 122 or 205

ENGL 208 Writing from Sources 3 crs.
Focuses on the research process, evaluation of sources, and in-depth writing assignments.
Prerequisite: ENGL 122 or 205

ENGL 211 Introduction: Creative Writing 3 crs.
The course is an introduction to writing fiction and poetry. Student writing will be discussed in a workshop format and in individual conferences with the instructor. Students will also read and discuss a wide range of contemporary fiction and poetry.
Prerequisite: ENGL 122 or 205.

ENGL 212 Intro to Major British Authors 3 crs.
Designed to treat works of literature as representative parts of the continuous evolution/growth of the English literary tradition, this course introduces students to the works of major British authors from three continuous modern or pre-modern historical periods.
Prerequisite: ENGL 122 or 205

ENGL 233 Honors Literature I: Classic Epic 3 crs.
Common Curriculum: University Honors Program
Beowulf and *The Song of Roland* establish the idea of the epic as a high artistic expression of a culture. *The Iliad, The Odyssey*,and *The Aeneid* are studied in the light of this concept.

ENGL 234 Honors Literature II: Modern Epic Tradition 3 crs.
Common Curriculum: University Honors Program
This course considers the ways epic tradition has developed in the modern era. Several modern epics such as *Moby-Dick, Huckleberry Finn, Ulysses*,and *Gravity's Rainbow* will be examined closely, using perspectives furnished by the classical epics as well as by contemporary structuralist concepts.
Prerequisite: ENGL 233

ENGL 242 Contemporary Non-Fictional Prose 3 crs.
This course takes a generic approach to factual prose written since 1950. The genres covered include autobiography, the essay, new journalism, and travel writing. Such major authors as Didion, Mailer, and Wolfe receive special attention.
Prerequisite: ENGL 122 or 205

ENGL 250 Intro to Afro-American Literature 3 crs.
A survey of Afro-American literature from the early slavery period through Emancipation and Reconstruction up to the late 1980's. Samples various genres, including poetry, speeches, fiction, essays and biographies. Examines dominant themes, motifs and styles characteristic of the period.
Prerequisite: ENGL 122 or 205

ENGL 255 Intro to Shakespeare 3 crs.
A student's introduction to Shakespearean drama. In addition to covering the cultural content and thematic content of the plays, close attention is given to Shakespeare's use of the visual, spatial, and temporal elements of stagecraft that distinguish drama as a performance art.
Prerequisite: ENGL 122 or 205

ENGL 306 Professional Writing 3 crs.
Trains students in the basic writing techniques required by the professional world.
Prerequisite: sophomore standing

ENGL 316 Medieval Survey 3 crs.
Covering material from Beowulf and Authurian legend to drama and lyrics, this course provides an introduction not only to the masterworks of the period but also to the complex culture and world view which produced such divergent works as the *Divine Comedy* and the *Art of Courtly Love.*
Prerequisite: sophomore standing

ENGL 320 Shakespeare Survey 3 crs.
A formal reading of some fifteen of the plays, including comedies, tragedies, and histories.
Prerequisite: sophomore standing

ENGL 321 Shakespeare: Tragedies 3 crs.
Intensive study of all of the tragedies with considerable attention given to five "great" plays: *Hamlet, Lear, Macbeth, Othello,* and *Antony and Cleopatra.*
Prerequisite: sophomore standing

ENGL 322 Shakespeare: Histories 3 crs.
Intensive study of the history plays, with attention given to the concept of the history play in the Renaissance.
Prerequisite: sophomore standing

ENGL 323 Shakespeare: Comedies 3 crs.
This course is designed to permit extensive reading in all Shakespeare's comedies and late romances with attention given to the idea of comedy in the Renaissance.
Prerequisite: sophomore standing

ENGL 342 American Masterworks 3 crs.
A survey of American writers from the Colonial period to 1900, including Bradford, Edwards, Franklin, Irving, Cooper, Poe, Emerson, Thoreau, Melville, Dickinson, and Twain. Several major texts (such as *Walden, The Scarlet Letter, Moby-Dick,* and *Huckleberry Finn*) will be studied as well as extensive selections from other writers' works.
Prerequisite: sophomore standing

ENGL 344 A Survey of Modern Drama 3 crs.
An introduction to the major figures and works in modern Western drama. Emphasis will be on those authors and plays that helped shape the course of development of drama as a cultural form. Primary stress will be placed on the literary aspects of the works, but considerable attention will be given to dramaturgical matters.
Prerequisite: sophomore standing

ENGL 348 Modern Poetry 3 crs.
A survey of the major figures in England and America from Whitman to the beginning of World War II. Figures may include Yeats, Pound, Eliot, Frost, Stevens, Williams, and Auden.
Prerequisite: sophomore standing

ENGL 349 20th Century American Fiction 3 crs.
The American novel from the 1920's to the present; may include Stein, Hemingway, Fitzgerald, and Faulkner.
Prerequisite: sophomore standing

ENGL 370 How to Read a Film 3 crs.
Introduces students to reading films and gives some familiarity with film criticism; provides an introduction to the history of the cinema and to its development as an industry; and exposes students to a wide variety of films.
Prerequisite: sophomore standing

ENGL 388 Grammar and Language 3 crs.
An advanced study of modern English grammar and linguistics.

ENGL 404 Advanced Composition Workshop 3 crs.
Provides opportunity for peer critiques of writing projects of students' own choosing. Close examination of assumptions, style, and rhetorical techniques in writing for various purposes and audiences.
Prerequisite: junior standing

ENGL 405 Editing and Publishing 3 crs.
Introduces the the student writer to contemporary publishing and editing processes, with emphasis on an understanding of these as they affect both the creative writer and the writer of non-fiction.
Prerequiste: junior standing

ENGL 406 Internship: Publishing and Editing 3 crs.
Introduces students to the production cycle of the **New Orleans Review**,an internationally known art and ideas journal. Students work with print professionals on and off campus who cooperate to produce the magazine.
Prerequisite: junior standing

ENGL 408 Writing: Technique and Technology 3 crs.
Introduces how current computer technology can be used to help the student develop as a mature writer. Students apply word processing to the classical tasks of revision, stylistic development, translation, and editing.
Prerequisite: permission of instructor

ENGL 409 Contemporary Topics in Rhetoric 3 crs.
Examines significant trends in contemporary theories of rhetoric and the writing process. Special emphasis on how the theories relate to the teaching of composition at all grade levels.
Prerequisite: junior standing

ENGL 411 Fiction Workshop 3 crs.
This course examines advanced topics in the writing of fiction, with special attention to contemporary trends in the genre. A workshop format is employed. Some attention is paid to publishing. In addition to writing short fiction, students read extensively and write analytical papers on contemporary fiction.
Prerequisite: ENGL 211 and junior standing

ENGL 412 Poetry Workshop 3 crs.
The course examines advanced topics in the writing of poetry, with special attention to contemporary trends in the genre. Some attention is paid to publishing. In addition to writing short poetry, students read extensively and write analytical papers on contemporary poetry.
Prerequisite: ENGL 211 and junior standing

ENGL 415 Creative Writing Workshop 3 crs.
This course examines advanced topics in creative writing to be determined by the instructor, with special attention to contemporary trends in the genre. A workshop format is employed. Some attention is paid to publication in the genre. In addition to writing their own work, students read extensively and write analytical papers relating to topic.
Prerequiste: ENGL 211 and junior standing

ENGL 423 Renaissance Poetry 3 crs.
A consideration of the poetry of the major figures of the period: Wyatt, Surrey, Sidney, Shakespeare, Jonson, Donne, Herbert, and Marvell, but omitting the longer works of Spenser.
Prerequisite: junior standing

ENGL 425 Restoration/18th Century Literature 3 crs.
A survey of the major poets and prose writers of the restoration and the 18th century to 1740 with emphasis on Dryden, Swift, and Pope.
Prerequisite: junior standing

ENGL 426 18th Century British Fiction 3 crs.
A study of the development of the novel in England through the French Revolution, with readings of Defoe, Richardson, Fielding, Smollett, and Sterne.
Prerequisite: junior standing

ENGL 427 Romanticism 3 crs.
A consideration of the romantic movement in English poetry, concentrating on Blake, Wordsworth, Coleridge, Keats, Shelley, and Byron.
Prerequisite: junior standing

ENGL 428 Victorian England 3 crs.
A cultural and historical study of the age, with particular attention to Tennyson and Arnold.
Prerequisite: junior standing

ENGL 429 19th Century British Fiction 3 crs.
A continuation of ENGL 426, this course examines the development of the novel in the 19th century with the study of works of Austen, the Brontes, Thackeray, Dickens, George Eliot, Hardy, and the minor novelists.
Prerequisite: junior standing

ENGL 430 20th Century British Fiction 3 crs.
A continuation of ENGL 426 and 429, this course examines the fiction of writers such as Conrad, Ford, Forster, Joyce, Lawrence, and Woolf. There will be some attention given to contemporary fiction.
Prerequisite: junior standing

ENGL 433 19th Century American Fiction 3 crs.
The American novel from the Romantics to the Naturalists; may include Poe, Melville, Hawthorne, Twain, James, Crane, Dreiser.
Prerequisite: junior standing

ENGL 438 Southern Literature 3 crs.
A consideration of literary figures of the South with primary emphasis on 20th century writers. The course is flexible; one semester it may concentrate on prose; another, poetry, drama, and prose.
Prerequisite: junior standing

ENGL 439 American Drama 3 crs.
A study of American drama, including O'Neil and Miller as well as more recent playwrights.
Prerequisite: junior standing

ENGL 450 Black Aesthetics 3 crs.
Focuses on selected literary works and pieces by Afro-American writers, and on critical works and articles on Black literary aesthetics, with the aim of an in-depth review and critical analysis of them. Makes a comparative analysis of themes, motifs, structure, characterization, language and style, to establish the common characteristics which confer a definite identity on these works.
Prerequisite: junior standing

ENGL 453 Afro-American Literature Since 1900 3 crs.
A survey of modern Afro-American literature from 1900 to the present. Broadly samples major writers, genres and theme of 20th century Afro-America. Provides conceptual frame work for this body of literature. Reviews key terms, ideas, motifs and individual styles. Evaluates the contributions of Afro-American writers to American literary culture.
Prerequisite: junior standing

ENGL 461 Women's Post-Modernist Literature 3 crs.
The course will introduce the major works by women writers which heavily influenced the development of the modernist and postmodernist movements in literature. The course will also explore the relationship of gender identity to the development of various literary techniques.
Prerequisite: junior standing

ENGL 470 Film and The Art of Literary Adaptation 3 crs.
Provides students with an understanding of how a work of literature is translated into a movie. The core material for the course is an analysis of six fiction works which have been made into movies, but the course also deals with films created from folklore and historical records.
Prerequisite: junior standing

ENGL 483 Semiotics 3 crs.
This course advances a theory of communications based on the study of verbal and visual signs.
Prerequisite: junior standing

ENGL 484 Critical Theory to 1900 3 crs.
A historical survey of the predominant theories of literature and textual interpretation, focusing on the philosophical premises and social ramifications of the aesthetic theories of such figures as Plato, Aristotle, Sidney, Johnson, Arnold, and Eliot. Course will conclude with "New Critics" of early 20th century.
Prerequisite: junior standing

ENGL 485 Interpretive Approaches 3 crs.
A look at the more recent developments in interpretive theory, especially as it has been influenced by such concepts as formalism, mythography, phenomenology, structuralism, Marxism, and Freudianism. Specific theorists such as Northrop Frye, Frank Kermode, Georges Poulet, Roland Barthes, and the "Yale Deconstructors" will be discussed.
Prerequisite: junior standing

ENGL 487 Contemporary Critical Issues 3 crs.
Under this heading, various specific courses will be offered that focus on different contemporary issues in literary criticism and theory. Often the specific course will be appropriate to one or more of the elective tracks in the major. In this course, we may offer topics such as Black Aesthetics and Feminist Criticism.
Prerequisite: junior standing

ENGL 490 Great Figures/British 3 crs.
Intensive study of one or two great literary figures, e.g., Dante, Hawthorne, Milton, Spenser, Tolstoy, Wordsworth, not covered by regularly scheduled courses. Typically the course traces the development of the author's art, noting the influences, historical and philosophical contexts, critical receptions, and modern assessments.
Prerequisite: junior standing

ENGL 491 Practicum in Teaching Writing 1 cr.
This practicum focuses on methods and materials for teaching writing. Students work in English Writing Lab.
Prerequisite: permission of instructor

ENGL 493 Directed Readings 3 crs.

ENGL 495 Special Project arr.
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

ENGL 496 Seminar/Workshop arr.
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

ENGL 497 Internship/Practicum arr.
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

ENGL 498 Research Project arr.
Focuses on empirical or historical investigation, culminating in a written report.

ENGL 499 Independent Study arr.

FINANCE

FIN 0304

FIN 200 Personal Finance 3 crs.
A valuable survey course which explores those topical areas of finance which have direct impact on the individual's lifestyle. Emphasis is on budgeting, planning, cash management, credit, basic insurance, consumer information, estate planning and tax planning.

FIN 300 Financial Management 3 crs.
Methods and techniques employed to manage the financial resources of a medium to large-size business. Emphasis is on working capital management, capital budgeting, and other common tools of financial management.
Prerequisites: ACCT 101, ECON 201, DECS 200, junior standing.

FIN 305 Analysis of Financial Statements 3 crs.
This course concentrates on the understanding and analysis of financial statements in relation to making investment and lending decisions. Understanding various accounting treatment choices used to construct financial statements and the implications of those choices for investment analysis is the major objective of this course.
Prerequisites: ACCT 205, junior standing

FIN 310 Financial Institutions 3 crs.
Examines the purpose and functions of financial institutions. Emphasis is on the interrelationships between financial institutions. Cases are used to foster an understanding of the problems and opportunities of different financial institutions.
Prerequisite: FIN 300

FIN 315 Investments 3 crs.
Analyzes different investment alternatives in a risk-return framework. Techniques for selection, timing and diversification of investment choices are emphasized. Estate planning is also examined to help formulate a long-run investment strategy.
Prerequisites: FIN 300; Finance majors must also have earned the grade of "C" or better in FIN 300.

FIN 325 International Financial Management 3 crs.
Study of the management of the financial resources of the multinational firm; includes discussion of the basic differences of an international operation from domestic financial management.
Prerequisite: FIN 300

FIN 340 Principles of Insurance 3 crs.
A course designed to acquaint the student with the basic principles of general insurance and a survey of the various types of insurance such as casualty, fire, life, health etc.
Prerequisite: junior standing.

FIN 350 Principles of Real Estate 3 crs.
A study of the basic fundamentals of real estate as a practical tool and as an introduction to actual job experience. Covers such topics as appraisals, management, land utilization, listing, real estate, finance and home buildings.
Prerequisite: junior standing.

FIN 400 Advanced Financial Management 3 crs.
The theory and practice of financial management are examined through case analysis and readings. Topics considered include working capital management, capital budgeting, financial structure, and dividend policy.
Prerequisites: ACCT 205, FIN 300; finance majors must also have earned the grade of C or better in FIN 300.

FIN 410 Management of Financial Institutions 3 crs.
Analyzes the asset and liability management problems of financial institutions. Emphasis is on the particular problems of managing a commercial bank. Cases are used to illustrate the alternative solutions to problems common to financial institution management.
Prerequisites: FIN 310; finance majors must have also earned the grade of "C" or better in FIN 310.

FIN 450 Real Estate Investments and Finance 3 crs.
Analyzes real estate financing and investment vis-a-vis other investment alternatives in a risk-return framework. Primary focus is on evaluating the risk-return potential of income producing real property.
Prerequisites: FIN 350 or permission of instructor, junior standing

FIN 455 Real Estate Appraisals 3 crs.
Valuation of real property under highest and best use. Separate analysis of land and building value focuses on use of three methods of appraisal-market, cost, and income approach.
Prerequisites: Permission of instructor, junior standing

FIN 493 Special Topics in Finance 3 crs.
Prerequisites: FIN 310, junior standing.

FIN 497 Internship in Finance arr.
See description in College of Business Administration section.

FIN 499 Independent Study in Finance arr.
See description in College of Business Administration section.

FRENCH

FREN 0227

College of Arts & Sciences

FREN 100 First Year French I 3 crs.
Fundamental structure of the language. Development of the four basic skills: comprehension, speaking, reading, writing.

FREN 101 First Year French II 3 crs.
Same description as French 100.
Prerequisite: FREN 100 or equivalent.

FREN 200 Second Year French I 3 crs.
Further development of language skills.
Prerequisite: FREN 101 or equivalent

FREN 201 Second Year French II 3 crs.
Same description as French 200.
Prerequisite: FREN 200 or equivalent

FREN 300 Advanced Grammar and Composition 3 crs.
Intensive review of the structure of the language and of idiomatic expressions. Daily translations and frequent original compositions.
Prerequisite: FREN 201 or equivalent.

FREN 301 Advanced Conversation and Phonetics 3 crs.
Acquisition of an extensive working vocabulary and fluency through conversation and explications of texts reflecting cultural and language differences. Use of phonetics for the improvement of pronunciation. Prerequisite: FREN 201 or equivalent.

FREN 320 Culture and Civilization 3 crs.
An introduction to French civilization, including historical traditions, geography, politics, religion, education, media and the arts. Prerequisite: FREN 201 or equivalent.

FREN 330 Introduction to French Literature I 3 crs.
Survey of the chief literary currents and principal authors from the Middle Ages through the 18th Century.
Prerequisite: FREN 201 or equivalent.

FREN 331 Introduction to French Literature II 3 crs.
Survey of the chief literary currents and principal authors of the 19th and 20th centuries.
Prerequisite: FREN 201 or equivalent.

FREN 351 Enlightenment and Pre-Romanticism 3 crs.
Major trends and ideas in 18th century literature. Emphasis on the works of the *philosophes* and on the development of the novel and theatre.
Prerequisite: FREN 201 or equivalent.

FREN 352 19th Century Prose 3 crs.
Hugo, Balzac, Flaubert, Stendhal, Zola, Nerval. Some attention will be given to theories of reading.
Prerequisites: FREN 201 or equivalent.

FREN 353 Prose Fiction since 1900 3 crs.
Attention will be given to the works of Bernanos, Gide, Camus, Sartre, Malraux, Robbe-Grillet, Proust, Alain-Fournier.
Prerequisite: FREN 201 or equivalent.

FREN 354 Introduction to French Poetry 3 crs.
Analysis of some of the poems of major French poets: Hugo, Musset, Baudelaire, Rimbaud, Lautreamont, Verlaine, Valery, Apollinaire and the Surrealists, Mallarme.
Prerequisite: FREN 201 or equivalent.

FREN 400 Romance Philology 3 crs.
Syntax and morphology of Old Spanish, Provencal and Old French as they evolved from Vulgar Latin. Reading of old documents and literary pieces geared to student's field of concentration. (Also listed as SPAN 400).

FREN 495 Special Project arr.
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

FREN 496 Seminar/Workshop arr.
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

FREN 497 Internship/Practicum arr.
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

FREN 498 Senior Thesis arr.

FREN 499 Independent Study arr.

GEOGRAPHY

GEOG 0216

GEOG 100 General Geography I 3 crs.
Survey of physical-political regions of the earth.

GEOG 101 General Geography II 3 crs.
Analysis of geographical factors and concepts.
Prerequisite: GEOG 100

GEOG 499 Independent Study arr.

GERMAN

GERM 0228

GERM 100 First Year German I 3 crs.
Fundamental structure of the language. Development of the four basic skills: comprehension, speaking, reading, writing.

GERM 101 First Year German II 3 crs.
Same description as German 100.
Prerequisite: GERM 100 or equivalent.

GERM 130 Prelude to Hitler 3 crs.
Common Curriculum: Humanities/Arts Modern
Role of the intellectual in society during the Weimar Republic, Germany 1918-33. Why did the ideas of Hitler appeal to a nation which included Mann, Hesse, Brecht, Heidegger, Einstein, Heisenberg, Bonhoeffer, Lang and others?

GERM 200 Second Year German I 3 crs.
Readings in German Culture. Class discussion in German. Review of basic language structure.
Prerequisite: GERM 101 or equivalent.

GERM 201 Second Year German II 3 crs.
Same description as German 200.
Prerequisite: GERM 200 or equivalent.

GERM 300 Conversation and Composition I 3 crs.
Emphasis on oral and written expression, with vocabulary based on readings about everyday life in Germany. Review of contemporary idiomatic expressions. Frequent written assignments and oral presentations.
Prerequisite: GERM 201 or equivalent.

GERM 301 Conversation and Composition II 3 crs.
Same description as German 300.
Prerequisite: GERM 201 or equivalent

GERM 312 Introduction to German Literature I 3 crs.
Representative works from each of the major genres, designed to introduce the student to the study of German Literature.
Prerequisite: GERM 201 or equivalent.

GERM 313 Introduction to German Literature II 3 crs.
Same description as German 312.
Prerequisite: GERM 201 or equivalent.

GERM 353 Romanticism and Realism 3 crs.
A survey of German Literature in the 19th century, including Kleist, Hoffmann, Heine, and Hauptmann.
Prerequisite: GERM 201 or equivalent.

GERM 354 Currents in the 20th Century Germany 3 crs.
Hofmannsthal, Rilke, George, Mann, Kafka, Hesse, Brecht, and selected post-war works.
Prerequisite: GERM 201 or equivalent.

GERM 355 From Middle Ages to Baroque 3 crs.
A survey of German Literature from the great medieval epics to the deeply religious poets of the 17th century.
Prerequisite: GERM 201 or equivalent.

GERM 356 The Age of Goethe 3 crs.
A survey of German Literature from the Enlightenment to the mature classical works of Goethe and Schiller.
Prerequisite: GERM 201 or equivalent.

GERM 495 Special Project arr.
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

GERM 496 Seminar/Workshop arr.
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

GERM 497 Internship/Practicum arr.
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

GERM 498 Senior Thesis arr.

GERM 499 Independent Study arr.

GREEK

GREK 0219

GREK 100 Introduction to Homeric Greek 3 crs.
Study of morphology and syntax proceeds concurrently with readings from the *Odyssey*.

GREK 101 Introduction to Homeric Greek Continued 3 crs.
Readings from the *Iliad*.

GREK 103 Classical Greek I 3 crs.
An introduction to Greek morphology and Syntax with readings adapted from ancient authors.

GREK 104 Classical Greek II 3 crs.
Greek 103 continued.

GREK 301 Plato I 3 crs.
The *Apology*, the *Crito* and excerpts from the *Phaedo* are read in Greek. The *Euthyphro* is read in English.

GREK 305 Sophocles 3 crs.
One of the Theban plays, (*Oedipus Tyrannus, Antigone, Oedipus at Colonus*) is read in Greek. Other plays are read in English.

GREK 310 Aeschylus 3 crs.
The *Agamemnon* is read in Greek; the *Libation-Bearers* and the *Eumenides* in English.

GREK 315 Aristophanes 3 crs.
The *Clouds* and the *Frogs* are read in Greek; two other plays are read in English.

GREK 320 Plato II 3 crs.
Of the *Republic*, Book is read in Greek; the remaining books in English.

GREK 325 Euripides 3 crs.
The *Bacchae* and/or *Hippolytus* is read in Greek; other plays are read in English.

GREK 330 Herodotus 3 crs.
Selections from the *Histories* are read in Greek; the whole work is discussed and evaluated.

GREK 335 Greek Lyric Poetry 3 crs.
Selections from the extant works of Callinus, Tyrtaeus, Mimnermus, and others until Plato are read in Greek.

GREK 493 Directed Readings 3 crs.

GREK 498 Research Project 3 crs.
Independent study projects for qualified majors who develop interest in a special area.

GREK 499 Independent Study arr.

LATIN

LATN 0220

LATN 100 Classical Latin I 3 crs.
Study of morphology and syntax together with simplified readings in Latin.

LATN 101 Classical Latin II 3 crs.
Latin 100 is continued.

LATN 200 The Minor Poets I 3 crs.
Reading Phaedrus' *Fables* and the poems of Catullus and Tibullus.

LATN 205 The Minor Poets II 3 crs.
A continuation of LATN 200, this course focuses on readings from Ovid's *Metamorphoses, Fasti and Tristia*.

LATIN 210 Roman Epistolography 3 crs.
A study of the genre of letters during the late Republic and Empire, emphasizing the development of letter writing as a literary genre and what letters can tell us about the day-to-day events in the lives of the writers and their correspondents. Study will include a selection of letters from Cicero, Horace, Ovid, Seneca, and Pliny, the Younger.
Prerequisite: LATN 101 or equivalent

LATN 300 Tacitus 3 crs.
The *Agricola* is read in Latin; the *Germania* in English.

LATN 310 Roman Satire 3 crs.
Readings in Latin of selections from the major Satirists of the Empire— Horace, Persius, and Juvenal—with evaluation of their presentations of contemporary Roman *mores*. The historical development of satire in Rome and its impact will be examined.

LATN 315 Plautus 3 crs.
Reading in Latin of the *Captivi* and one other play, supplemented by English reading of other comedies.

LATN 330 Virgil I 3 crs.
Reading the *Aeneid* in Latin. Discussion of its literary, philosophical and religious implications.

LATN 335 Horace 3 crs.
Reading of selected odes and epodes with analysis particularly of structural form.

LATN 340 Virgil II 3 crs.
Reading of the ten *Eclogues* and selected passages from the *Georgics* in Latin.

LATN 345 Cicero 3 crs.
Book I of the *Tusculan Disputations* is read in Latin; the remaining four books are read in English.

LATN 350 Lucretius 3 crs.
Books I, II, and III of the *De Rerum Natura* are read in Latin; the remaining three books in English. Discussion of Epicurean Atomism.

LATN 355 Livy 3 crs.
Readings from books twenty-one and twenty-two of the history. Discussion of historical method.

LATN 493 Directed Readings 3 crs.

LATN 498 Research Project arr.
Independent study projects for qualified majors who develop interest in a certain area.

LATN 499 Independent Study arr.

CLASSICAL HUMANITIES

CLHU 0221

CLHU 132 Socrates and Jesus 3 crs.
Common Curriculum: Humanities/Arts Premodern
Thoughts of Socrates and Jesus will be examined in the writings of their disciples and contemporaries. Comparison and contrast of these teachers in their life, death, and teachings.

CLHU 134 Catholic Tradition: Newman-University 3 crs.
Common Curriculum: Humanities/Arts Modern
Cardinal Newman's literary and philosophical masterpiece on the nature of liberal education, *Idea of a University*, includes in its nine sections a lecture on "Knowledge as Its Own End" and another on the "Role of Theology" in a Catholic University. Newman's ideas challenge American educational pragmatism.

CLHU 136 Catholic Tradition: Newman-Apologia 3 crs.
Common Curriculum: Humanities/Arts Modern
Newman's *Apologia Pro Vita Sua* is a spiritual autobiography tracing his journey from Anglicanism to Roman Catholicism. History of Newman's religious opinions from early adolescence through the time of his conversion and until 1864.

CLHU 138 Justice in Greek Literature 3 crs.
Common Curriculum: Humanities/Arts Premodern
Justice is foundation-stone of civilized society. It is at once the condition and means of concord and harmony among men. Greek poets and philosophers were among the first to investigate nature of justice. Examination of their writings on subject can alert latter-day students to its importance and to its nature.

CLHU 140 Sophists and Higher Education 3 crs.
Common Curriculum: Humanities/Arts Premodern
A study of the Sophists who in fifth century Greece inaugurated higher education as we know it, especially as reported in the *Dialogues of Plato and in other contemporary sources.*

CLHU 142 The Development of Greek Tragedy 3 crs.
Common Curriculum: Humanities/Arts Premodern
Reading in English, among other plays, the *Agamemnon, Libation-Bearers,*and*Eumenides of Aeschylus;Oedipus the King, Oedipus at Colonus, and the Antigone of Sophocles; theHippolytus, the Bacchae, and the Alcestis of Euripides.*

CLHU 144 The Greek and Roman Epic 3 crs.
Common Curriculum: Humanities/Arts Premodern
Reading in English the *Iliad*, the *Odyssey*, and the *Aeneid*, with emphasis on structural analysis and religio-philosohical implications.

CLHU 146 Greek Mythology 3 crs.
Common Curriculum: Humanities/Arts Premodern
A study of the origins, themes, and significance of Greek Mythology, with emphasis on myth as a vestige of primitive thought and on the corpus of Greek myths as a source of Greek and Roman literature.

CLHU 148 Greek Art and Archaeology 3 crs.
Common Curriculum: Humanities/Arts Premodern
A survey of artistic works and monuments of ancient Greece from the Geometric through the Hellenistic period (c. 1000-50 B.C.) with an emphasis on stylistic developments in the main areas of painting, sculpture, and architecture.

CLHU 150 Roman Art and Archaeology 3 crs.
Common Curriculm: Humanities/Arts Premodern
A survey of the most important works of art and monuments of ancient Rome from the beginnings of the city through the period of Constantine, emphasizing stylistic developments in the areas of sculpture, architecture, and painting, with some consideration of materials and techniques. Works of the Etruscans, Greeks, and Italic peoples will be considered for their influence.

CLHU 152 Ideals of Greek Culture 3 crs.
Common Curriculum: Humanities/Arts Premodern
A survey of major moments of archaic and classical Greek literary culture from Homer to Thucydides, considered from ethical as well as literary perspectives.

CLHU 310 Traditions of Hellenistic Thought 3 crs.
A survey in translation of major intellectual traditions in the post-classical period, including rhetoricians, Stoics, Skeptics, Cynics, Epicureans and Neoplationists.

CLHU 320 Seminar in Greek Historians 3 crs.
This course will involve reading in English the works of Herodotus, Thucydides, Xenophon, and Polybius, supplemented by written reports and discussion.

CLHU 321 Seminar in Roman Historians 3 crs.
This course will involve reading in English the works of Sallust, Caesar, Livy, Tacitus, and Suetonius, supplemented by written reports and discussion.

CLHU 345 Religions of Ancient Greece 3 crs.
A study of the Homeric, Chthonic, and mystery religions of Ancient Greece and examination of Platonic and Stoic (philosophical) religion.

CLHU 350 Greek Elegies and Lyrics 3 crs.
Readings from Tyrtaeus, Mimnermus, Solon, Archilochus, Alcaeus, Sappho and other poets.

CLHU 499 Independent Study arr.

HISTORY

HIST 0222 and HIST 0522

College of Arts & Sciences

HIST 122 World Civilization to 1650 3 crs.
Common Curriculum: Introductory
This course aims to provide a universal perspective on the development of civilization and to illuminate the forces that have shaped our world up to 1650.

HIST 124 World Civilization from 1650 3 crs.
Common Curriculum: Introductory
Continuation of HIST 122. Course aims to illuminate the forces that have shaped our world from 1650 to the present day.

HIST 130 Zen I 3 crs.
Common Curriculum: Behavioral/Social Sciences Pre-Modern
The evolution of Japanese aesthetics and ascetics. An historical, theoretical, and practical course based on historical foundations of the Japanese approach to ideals of beauty and holiness and distillation of vertical-non-image contemplation. (Also listed as RELS 133). Permission of instructor required.

HIST 132 Russian Culture and Civilization I 3 crs.
Common Curriculum: Behavioral/Socia Sciences Modern
This course will deal with many aspects of Russian culture, with specific emphasis on the main issues in a particular period. The problems of each period were reflected not only in the laws, but also in literature and music and often influenced the sciences. Cross-listed with RUSS 132.

HIST 136 Zen II 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
This course continues to probe in greater depth concepts, theories, and actual practices of Zen I. It presupposes and builds on the foundation of Zen I and brings the students along the historical, ascetical, and aesthetical route that Zen has traveled into the 20th century. Permission of instructor required.

HIST 138 History of the Dance 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
For proper aesthetic perception of the theatrical dance production, it is necessary to have appreciation of music, stage setting, literary background of plot used, plus understanding of dance itself. Course uses cross-disciplinary approach to gain this insight into dance. (Also listed as MUGN 142)

HIST 140 Italian Culture and Civilization 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
This course presents the student with an overview of Italic culture, politics, history, language, literature, art and music from Roman and Etrurian times to the present. Cross listed with ITAL 130.

HIST 142 Slavery/Race Relations 3 crs.
Common Curriculum: Behavioral/Social Sciences Premodern
Focus of this course will be a comparison of race relations and slavery in the Americas with major attention given to isolating differences in nature of slavery and race relations in U.S. and Latin America prior to 20th century. Such a comparison should lead to a better understanding of problems faced by any multi-racial society.

HIST 144 Discovering Third World 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
Gives an overview of the third world including a discussion of population growth and world resources, the colonial experience, economic development, changes in family, psychological aspects of change, religious movements associated with industrialization, the politics of underdeveloped countries, and the question of aid.

HIST 145 Crisis in Central America 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
Course surveys current unrest in Central America; gives an historical overview of the region, focusing particularly on Nicaragua and El Salvador; assesses consequences of poverty, tyranny, outside interference, social, economic, political problems; looks at the role of the military, elite, Catholic church, labor movements, Indians, communism and the U.S.

HIST 146 American Revolution 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
Historians legitimately concern themselves with nature of revolution, attending in large measure to influence of impersonal factors. Using the American Revolution, course will examine reciprocal effect which certain people and revolution have had on each other. Motives, techniques, freedom of action, and alternatives available will be assessed.

HIST 148 History of Labor 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
Organization of labor is crucial factor in comprehensive understanding of foundations of societal decision-making processes, formation of its conceptual structures, and general spiritual orientation of society. In discussions, students will be expected to make critical analysis of problems confronted by labor in history.

HIST 152 Social History of Greece/Rome 3 crs.
Common Curriculum: Behavioral/Social Sciences Premodern
Course inquiries into daily life, religious beliefs and practices, public and private morals, institutions (e.g. Slavery), condition of women, amusements and similar categories which will emerge during the course of study. Inquiry will center on Greece and Rome but may include other ancient western cultures.

HIST 154 Palestinians and Israelis 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
The course researches the cultural, religious, political, economic and social values of and the relationships between the Palestinians and Israelis. The tensions resulting from the conflict are studied in their origins and evolution. The hopes of both peoples are evaluated, and the future is extrapolated.

HIST 156 Hero in American History 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
Purpose of this course is to examine what constitutes a hero for Americans. Course will examine why people need heroes not only to survive but to progress and why in this decade people are becoming increasingly disillusioned with modern heroes.

HIST 160 WWI in History and Literature 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
After viewing experience of soldiers through novels and memoirs written by participants, students will consider what this war did to those who fought; how they viewed their experience; how it altered their vision of themselves, society, and their governments; how they related to their own civilian compatriots and the enemy.

HIST 162 Divergent Paths 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
Explores sources of historical and cultural disparities which have long divided Anglo and Latin America. Investigation should contribute to fuller understanding of meaning of "western-ness."

HIST 164 American Left in the 20th Century 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
Investigation of effects of success of liberalism on values, views, and aspirations of America during this century — a century marked by affluence and rise of "mass culture" and "post industrial society." Course examines leftist criticism of liberalism during 20th century.

HIST 166 European Expansionism 3 crs.
Common Curriculum: Behavioral/Social Sciences Premodern
Should early European explorers and colonists be remembered primarily as folk heroes or as slave-trading exploiters of other cultures? In this course we will let the early explorers and colonists speak for themselves through the vivid writings they have left. Group discussion of primary sources will be an important part of the course.

HIST 172 Black Leadership in USA 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
Examination and evaluation of the roles played by black leaders in an ever-changing American society. Past as well as current values, aspirations, and programs of action espoused by black leaders will be studied through the use of several biographies.

HIST 174 French Culture and Civilization 3 crs.
Common Curriculum: Behavioral/Social Sciences Premodern
Course will examine in depth role of France in building of Western Civilization in fields of literature, theatre, music, philosophy, painting, fashion and other aspects of cultural life. Select works of literature, philosophy and art history will be studied and discussed to probe nature of its specific influence on formation of Western people.

HIST 180 Afro-American Culture and History 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
This course studies the manner in which Black Americans have attempted to solve moral, religious and pragmatic problems relating to the critical issue of survival in 19th and 20th century America.

HIST 182 Quest for El Dorado 3 crs.
Common Curriculum: Behavioral/Social Sciences Premodern
The discovery of the New World sparked a frantic search by Spanish Conquistadores for gold, wealth, fame, and utopian worlds. We will follow their search and its impact on Europe and Latin America from the 16th to the 20th century.

HIST 184 Russia Faces America 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
This course examines the historic foreign policy aims of Russia from a broad perspective. Particular emphasis is put on examining its relations with the United States and the causes of present international conflict. Attempts will be made to explore rational alternatives and peaceful solutions to present problems.

HIST 186 Discovering Africa 3 crs.
Common Curriculum: Behavioral/Social Sciences Premodern
Course is designed to acquaint students with Africa's place in World History. The history of Northern Africa and sub-Sahara Africa will expose the myth of the "Dark Continent," a place supposedly void of civilization until the light of Europe penetrated its veil. Course covers period from Pre-Dynastic Egypt through de-colonization of Africa.

HIST 190 Women in American History 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
An exploration of the diverse historical experience of women in America from the colonial period to the present. The course will focus on changes in women's work, legal and political status, education, religious experience, family life, and gender roles.

HIST 200 U.S. History to 1865 3 crs.
Exploration; Colonial experience; independence; new republic; Jacksonian democracy; expansion; abolitionism; Civil War. The emphasis of the course is not only political but economic, social, and intellectual as well.

HIST 201 U.S. History from 1865 3 crs.
Reconstruction, the Gilded Age, imperialism, progressivism; WWI; the 20's; New Deal; WW II; Cold War; The New Frontiers; The Great Society; contemporary America. The emphasis of the course is not only political but economic, social, and intellectual as well.

HIST 203 Pre-Columbian Cultures 3 crs.
This course will explore the high cultures of the New World whose development occurred before the arrival of Columbus in the XV century. It will also study the profound disruption caused by the European invasion upon the indigenous populations and their native habitat. Among the groups to be studied will be the Olmecs, Mayas, Aztecs, and Incas. (Also listed as SOCI 203).

HIST 210 Reproduction of History 3 crs.
History; definitions; types; problems; sources; discovery, authenticity, integrity, veracity; writing of history.

HIST 220 Latin America I 3 crs.
Survey of pre-Columbian civilizations; European discovery and conquest; structure and problems of empire in Spanish and Portuguese America; the influence of the church; the struggle for independence.

HIST 221 Modern Latin America 3 crs.
Socio-economic, cultural, and political analysis of Latin America Republics since 1820. Emphasis on the development of Argentina, Bolivia, Brazil, Chile, Colombia, Cuba, Peru, Uruguay and Venezuela. Problems and prospects. Clash between the traditional and the modern. Conflicts between church and state. Inter-American relations.

HIST 223 History of the Catholic Church, U.S. 3 crs.
Survey of Catholic church in U.S. from establishment to present: Colonial experience; Catholics and revolution; organization and growth; trusteeism; biogotry; church and slavery; councils of Balt.; school question; nationalism; church and labor; Catholics in politics. (Also listed as RELS 220.)

HIST 230 U.S. Legal History I 3 crs.
The major developments in American legal history from the Colonial period to the Civil War.

HIST 231 U.S. Legal History II 3 crs.
The major developments in American legal history from 1865 to the mid-twentieth century.

HIST 233 Honors World Civilization to 1650 3 crs.
Common Curriculum: University Honors Program
This course is designed for presidential scholars. It intends to communicate the essential facts and generalizations of African, American, Asian, and European history from the dawn of humanities until 1650. The course aims to exercise the student's ability to think and write historically, logically, critically and synthetically.

HIST 234 Honors World Civilization from 1650 3 crs.
Common Curriculum: University Honors Program
This course is designed for presidental scholars. It intends to communicate the essential facts and generalizations of African, American, Asian, and European history since 1650. The course aims to exercise the student's ability to think and write historically, logically, critically, and synthetically.

HIST 245 Louisiana History 3 crs.
Political, economic and social development of Louisiana from Colonial period to present.

HIST 248 U.S. Military History 3 crs.
U.S. military policy from the American Revolution to the Cold War; the causes, events, and effects of major American conflicts; the role of the military in American society and thought during the past two centuries.

HIST 255 American Urban History 3 crs.
This course will survey the development of American cities from Jamestown to the present, concentrating on the political, economic, social, and cultural institutions — especially of the last 200 years — which were substantially changed in the metamorphosis of America from an agrarian nation to an urban-industrial giant.

HIST 256 U.S. Black History 3 crs.
Social, cultural, and economic role of black people in U.S. from 1619 to the present; African heritage, slavery, antebellum free people of color; reconstruction revolution; segregation; modern black protest movement.

HIST 258 U.S. Economic History 3 crs.
The development of the American economy from the colonial era to the nuclear age. Special attention to organizational and technological changes, the role of individuals in material growth and impact of public opinion.

HIST 300 Ancient History 3 crs.
The political, social, religious, economic and cultural development of western culture from the Sumerians to the Romans with some study of China, India, Africa and America.

HIST 304 Early Christianity 3 crs.
Apostolic age, geographical expansion; persecutions; organizational developments; early heresies; Councils of Nicaea, Ephesus and Chalcedon; popular piety; church-state relations; rise of Monasticism.

HIST 306 Middle Ages 3 crs.
European social, political and cultural institutions from the fall of Rome to the 15th century.

HIST 308 Age of the Renaissance 3 crs.
A study of social, political, and cultural facets of the age of rebirth of interest in classical learning.

HIST 310 Age of the Reformation 3 crs.
Origins of revolt; Luther, Calvin, Henry VIII; radical reformers; spread of reformed church; wars of religion; Catholic reform; Council of Trent; Peace of Westphalia.

HIST 315 Western Intellectual History 3 crs.
This course traces the history of western ideas. It treats the major intellectual developments from the Pre-Socratic Greeks to the crisis of European thought in the nineteenth century.

HIST 320 Modern Europe 1648-1815 3 crs.
Europe after Westphalia to the Congress of Vienna.

HIST 321 Modern Europe 1815-1914 3 crs.
Congress of Vienna, era of revolutions, liberalism, nationalism, socialism, German and Italian unification, origins of World War I

HIST 322 Modern Europe 1914-1945 3 crs.
World War I, Russian revolution, Fascism, Nazism, origins of World War II.

HIST 323 Modern Europe 1945-Present 3 crs.
Cold War; recovery; political, economic and social developments.

HIST 325 Church in the Modern World 3 crs.
A study of the Catholic Church as she meets challenges of the 19th and 20th centuries, involving clashes between herself and the modern world in the face of democratic revolutions, fall of papal states, advent of liberalism and socialism, secularization of society, rise of fascism, ecumenism, spread of communism, problems of third world and new morality.

HIST 330 Colonial America 3 crs.
Establishment of thirteen British colonies in North America's Economic, political, social, and intellectual developments preceding the Revolution; the struggle for independence.

HIST 332 New Republic: 1783-1820 3 crs.
Articles of confederation and constitution; emergence of American political, economic, and social systems during the formative years of the Republic.

HIST 334 Age of Jackson 1815-1845 3 crs.
Study of the emerging conflict of nationalism and sectionalism in American democracy, including the conflicting theories of Jacksonian Democracy.

HIST 336 History of the Old South 3 crs.
Origins and evolution of the Old South as a distinctive region and section from its colonization through collapse of the Confederacy.

HIST 338 Civil War and Reconstruction 3 crs.
1845-1877. Examination of the forces leading to sectional conflict and to reestablishment of the Union.

HIST 340 U.S.: Gilded and Progressive Eras 3 crs.
A study of America's industrial age and emergence as a world power in the period 1877-1914. Emphasis, too, on the reaction and reform which these changes brought about, e.g., the decline of laissez faire thought and the genteel tradition, the rise of the Populist and Progressive movements.

HIST 342 U.S.: The 20's and 30's 3 crs.
A study of America from 1914 to 1941; from the peak of optimism and the Progressive Movement to disillusionment and the brink of a second World War; from incredible prosperity to more incredible depression. Emphasis on the social, political, and intellectual responses to the period's tremendous economic, cultural, and technological changes.

HIST 343 U.S.: WWII to Present 3 crs.
A study of America from 1941 to the present, including WW II, the Cold War, the hot wars of Korea and Vietnam, and the increasingly active foreign policy of the period. At home it includes the problems of adjustment to the post-war world and to unprecedented affluence; in general to the vast changes of the past four decades.

HIST 350 Africa 1880 to Present 3 crs.
Interaction of Africa with the West. An examination of the processes and structures of colonialism, African reactions to colonialism, nationalist movements, and the economic and political structures of independent African states.

HIST 370 History of India 3 crs.
The history of India from the pre-Vedic period to the present. Emphasis will be on social and cultural developments, including caste system, family structure, and the role of women. Art, architecture, literature, and music will be analyzed as reflections of Indian values. Focus will also be on the British Raj, the national independence movement led by Mahatma Gandhi, and contemporary India.

HIST 375 Eastern European History 3 crs.
A study of the political, social, economic, religious, and cultural life of the nations of Eastern Europe, i.e., Poles, Czechs, Austrians, Hungarians, Romanians, Bulgarians and Yugoslavs. The time frame covers roughly the period from 1500 to the present with an emphasis on the 20th century.

HIST 381 English History to 1688 3 crs.
A study of political, social, cultural, and religious developments in England from the Roman Conquest to the Revolution of 1688. The focus will be on the emergence of Parliament and the English Common Law.

HIST 382 English History, 1688 to Present 3 crs.
An analysis of the transformation of English society from 18th century aristocratic dominance and the rise of the middle classes in the 19th century to the emergence of working-class power and the establishment of the welfare state in the 20th century. The rise and decline of England as a world power will also be examined.

HIST 390 Chinese History I 3 crs.
How the Chinese have viewed themselves, historically, politically, social-economically, religiously and aesthetically from the Hsiao Dynasty c 2200 B.C. to the Ming Dynasty 1640.

HIST 391 Chinese History II 3 crs.
How the Chinese continued to view themselves in relation to their earlier history and how the coming of the West influenced the Ching Dynasty (1644-1911) and the subsequent experience of the Chinese in the twentieth century.

HIST 392 Japanese History I 3 crs.
Pre-Buddhistic Japan of the Jomon and Yayoi Eras, Nara, the "Golden Age" of Heian, the emergance of the Samurai in the Kamakura Era, Ashikaga Shogunate and the arrival of the West. Stress is given to the religious, political and cultural life of Japan between c 500 B.C. and 1600 A.D.

HIST 393 Japanese History II 3 crs.
The Tokugawa Era (1600-1868), the impact of the West and the subsequent emergence of Japan as a modern nation in the Meiji, Taisho, and Showa Eras. Stress is placed on the unique experience that the Japanese have had especially in their fine arts and culture.

HIST 400 Historiography 3 crs.
A study of the meaning of history through the eyes of philosophers, theologians and historians; a study of philosophies of history and various approaches to historical investigation. Required of all students with a concentration in history.

HIST 410 History of Mexico 3 crs.
History of Mexico from Aztec times to the present. Emphasis on dominant social, economic, and cultural trends.

HIST 412 Spain and Portugal 3 crs.
A political, economic, social, and cultural survey of Spain and Portugal from 711 A.D. to the present day; Arab conquest, Christian reconquest, unification of Spain, 16th-18th century Imperial Spain, 19th century, Second Republic, 1936-39 Civil War, Franco, and democratic Spain.

HIST 414 Northern South America 3 crs.
History of Colombia, Venezuela and Ecuador including pre-Columbian past, Spanish Conquest, Colonial Period, 19th and 20th century. Emphasis on dominant political, social, economic and cultural trends. Surveys impact of gold, cacao, oil, coffee and drug economies. Studies Liberalism, Conservatism and radical challenges to the established order.

HIST 420 18th Century England 3 crs.
Offers undergraduates the opportunity to learn of recent developments in historical method. The course will pay special attention to the historian's use of techniques derived from the social sciences to study the 18th century English family, sex and marriage, class relations, work and play, crime and poverty, and the nature of authority.

HIST 422 Victorian Culture and Society 3 crs.
An interdisciplinary analysis of English culture and society in the 19th century. The emphasis will be on the formation of and challenges to Victorian values. Sexual mores, family dynamics, the role of women, class attitudes, education, and religion will be examined. Literature, art and music will be integral parts of the course.

HIST 424 Russian History I 3 crs.
Survey of Russian history from the beginning to 1905.

HIST 425 Russian History II 3 crs.
A study of Russia from 1905 to the present.

HIST 431 France Since 1789 3 crs.
Social, economic, and political developments from pre-revolution to the present.

HIST 435 Modern Germany Since 1866 3 crs.
From unification to the present: Bismarck, World War I, revolution, Hitler, World War II, and post-war German developments.

HIST 493 Directed Reading Course 3 crs.
Course content varies but is keyed to student and faculty interests in relevant professional topics.

HIST 496 Seminar/Workshop arr.
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

HIST 497 Internship/Practicum arr.
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory. Specific intern programs provide practical experience in archival and museum work.

HIST 498 Research Project arr.
Focuses on empirical or historical investigation, culminating in a written report.

HIST 499 Independent Study arr.

City College

HIST 200 U. S. History I (1492-1865) 3 crs.
Exploration; colonial experience; independence; new republic; Jacksonian Democracy; expansion; Abolitionism; Civil War. The emphasis of the course is not only political but economic, social, and intellectual as well.

HIST 201 U. S. History II (1865-present) 3 crs.
Reconstruction; Imperialism; Progressivism; World War I; the 20's; World War II; the Cold War; the New Frontiers; The Great Society; contemporary America. The emphasis of the course is not only political but economic, social, and intellectual as well.

HIST 245 Louisiana History 3 crs.
A study of the political, economic, and social development of Louisiana from the colonial period to the present.

HIST 336 History of the Old South 3 crs.
A study of the origins and evolution of the Old South as a distinctive region and section from its colonization through collapse of the Confederacy.

HIST 337 The New South 3 crs.
A study of the period between the collapse of the Confederacy and the close of World War II. In a survey fashion, the student will be guided through the picturesque haunts of Southern history from the turbulent days of Reconstruction to the New Deal of President Franklin D. Roosevelt.

HIST 360 Years of Turmoil: the 60's and the 70's 3 crs.
The turbulence of the 60's and 70's stunned the nation, revealing the fragility of its institutions and undermining its faith in its leadership. This course will survey that period of American history seeking to understand the causes and the impact of the tumultuous events which characterized the time.

HIST 365 Dictators and Democracies 3 crs.
This course traces the men, both evil and good, whose lives have towered above those of their fellow men and affected the course of twentieth century history. Also studied is the rise of totalitarian states and the response of liberal democracies to the threat of these antidemocratic and authoritarian nations.

HIST 367 America's Attitudes Toward Peace and War in the Twentieth Century 3 crs.
This course will investigate the complexity of values, aspirations, and fears that have affected American foreign policy decisions regarding peace and war in the twentieth century. A study of World Wars I and II and the cold wars in Korea and Vietnam will be used to place America's attitudes toward peace and war in their proper contexts.

HONORS

HONS 0204

HONS 433 Honors Science: The Physical World 3 crs.
Common Curriculum: University Honors Program

HONS 434 Honors Social Science: The Social World 3 crs.
Common Curriculum: University Honors Program

HONS 435 Honors Seminar:Future Studies 3 crs.
Common Curriculum: University Honors Program

HONS 436 Honors: Thesis Orientation 1 crs.
Common Curriculum: University Honors Program

HONS 498 Honors: Thesis 2 crs.
Common Curriculum: University Honors Program

HONS 499 Honors: Independent Study arr.
Common Curriculum: University Honors Program

ITALIAN

ITAL 0229

ITAL 100 First Year Italian I 3 crs.
The fundamentals of the language, primary emphasis on structure, morphology, and vocabulary. Language laboratory work is recommended, but is voluntary. Outside readings.

ITAL 101 First Year Italian II 3 crs.
Same description as Italian 100.
Prerequisite: ITAL 100 or its equivalent.

ITAL 130 Italian Culture and Civilization 3 crs.
Common Curriculum: Humanities/Arts Modern
This course presents the student with an overview of Italic culture, politics, history, language, literature, art and music from Roman and Etrurian times to the present.

ITAL 200 Second Year Italian I 3 crs.
Review of structure, morphology, and vocabulary. Readings in the general cultural monuments of the language community. Work in the language laboratory is voluntary. Outside readings.
Prerequisite: ITAL 101 or its equivalent.

ITAL 201 Second Year Italian II 3 crs.
Same description as Italian 200.
Prerequisite: ITAL 200 or its equivalent.

ITAL 499 Independent Study arr.

LEGAL STUDIES

LGST 0307

LGST 301 Business Law I 3 crs.
Application of law to business transitions, fundamental ideas of laws in general; business forms; contracts; agency; negotiable instruments; banking law; sales; personal property; partnerships and corporations; mortgages; real property; insurance suretyship and bankruptcy.
Prerequisite: junior standing

LGST 302 Business Law II 3 crs.
Same description as LGST 301.
Prerequisite: junior standing

LGST 305 Legal Environment of Business 3 crs.
A survey of government regulation of business, including an analysis of the judicial system and court process, pertinent provisions of the federal constitution, administrative agencies, antitrust law, securities regulations, regulation of employment, products liability, and consumer protection.
Prerequisites: ECON 201, junior standing

LGST 310 International Law 3 crs.
Survey of domestic and foreign law as it relates to international business operations.
Prerequisites: LGST 301 or 305

LGST 493 Special Topics in Legal Studies arr.
Prerequisite: junior standing

LGST 499 Independent Study in Legal Studies arr.
See description in college of Business Administration section.

LINGUISTICS

LING 0262 and LING 0562

LING 100 First Year Chinese I 3 crs.
This course is designed to familiarize the student with the basic structure of Mandarin Chinese using a romanized text. Upon achievement of a modest speaking vocabulary, the student will be introduced to the written language (ideographs).

LING 101 First Year Chinese II 3 crs.
Continuation of Chinese 100. Completion of the Chinese 100-101 sequence will give the student a working knowledge of approximately 800 spoken vocabulary words. Three hundred of these will also be known in character/ideograph form.
Prerequisite: LING 100 or its equivalent.

LING 132 Language and Culture 3 crs.
Common Curriculum: Humanities/Arts Premodern
Development of man and language from cultural, historical, psychological and linguistic aspects from early records to Renaissance. Inquiry into distinctive linguistic types as regards morphological and phonological development and in Indo-European groups as reflecting cultural and sociological differences.

LING 134 Role of Language 3 crs.
Common Curriculum: Humanities/Arts Modern
How does language work? What is the relationship between "word" and "thing?" How does a people's language affect its culture or its view of the world? Is the language key factor separating man from other animals? Discussion of major theories about language which are of general importance and practical interest to students in a variety of disciplines.

LING 499 Independent Study arr.

City College

LING 260 Introduction to Linguistics 3 crs.
A study of the fundamental structure of language: Phonology, morphology, syntax and semantics. The goal of this study is to explore how languages change, how children learn them, how they reflect social class differences and the relationship between language and mind.

LING 360 Language and Society 3 crs.
The study of language in its social context which explores the relationship between language, thought and culture. Topics include social dialects, gender differences, codeswitching, black English vernacular, pidgins and creoles, regional variation, the Sapir/Whorf hypothesis, language and social identity.

LITERATURE

LIT 0518

City College

LIT 260 Introduction to Literary Forms 3 crs.
A one-semester introduction to three literary genres: fiction, drama, and poetry.
Prerequisite: COMP 119 or equivalent

LIT 300 Chaucer 3 crs.
A close reading of the major works, with some attention to the minor poetry and other English poets of the 14th and 15th centuries.
Prerequisite: Permission of instructor

LIT 325 Romanticism 3 crs.
A consideration of the Romantic movement in English poetry, concentrating on Blake, Wordsworth, Coleridge, Keats, Shelley, and Byron.
Prerequisite: Permission of instructor

LIT 345 British Literature I 3 crs.
A survey of the literature of England from the beginning to the Romantic Age. Literary works (poems, stories, plays and essays) studied as separate entities but also in relation to their artistic, historic and sociological settings.
Prerequisite: Permission of instructor

LIT 350 British Literature II 3 crs.
A survey of both major and minor figures in the modern development of British literature, including their aesthetic, philosophical and historic implications. From the Romantic Age to the present.
Prerequisite: Permission of instructor

LIT 360 Literature and Social Change 3 crs.
The relationship of great works of literature to society as journals of change and as activist documents.

Prerequisite: permission of instructor. **LIT 361 Contemporary Drama 3 crs.**
British and American dramatic literature, post World War II.
Prerequisite: Permission of instructor

LIT 362 Contemporary Fiction 3 crs.
British and American short stories and novels, 20th century.
Prerequisite: Permission of instructor

LIT 363 Contemporary Poetry 3 crs.
20th century poetry.
Prerequisite: Permission of instructor

LIT 364 Satire 3 crs.
Classic and contemporary satiric literature.
Prerequisite: Permission of instructor

LIT 365 Detective Story 3 crs.
Development of the detective story, from Edgar Allan Poe to Ross Macdonald. British writers include Conan Doyle, G. K. Chesterton, and Agatha Christie. American writers are represented by Dasheill Hammett, Ellery Queen, and Macdonald. Various theories regarding the origin of the detective story are investigated.
Prerequisite: Permission of instructor

LIT 366 Fiction: Short Story and Novel 3 crs.
A study of the theory, practice, and general history of fiction as exemplified in two modern genres, the short story and the novel.
Prerequisite: Permission of instructor

LIT 371 American Literature to the Civil War 3 crs.
A survey of American literature from the colonial period to the 19th century and the writings of Melville, Whitman and Dickinson.
Prerequisite: Permission of instructor

LIT 372 Modern American Literature 3 crs.
A survey of the literature of the United States from the 19th century to the present.
Prerequisite: Permission of instructor

LIT 373 The Black Writer in America 3 crs.
Using an historical perspective, the course will include background information on pioneer writers and writers after the Civil War. However, readings will come primarily from the 20th century, from the Harlem Renaissance up to the present.
Prerequisite: Permission of instructor

LIT 375 Drama Survey: Faces of Eve 3 crs.
The study of women in society as portrayed by playwrights from ancient Greece to modern time.
Prerequisite: Permission of instructor

LIT 385 Women in Literature: The Female Imagination 3 crs.
This course will focus on poetry and fiction that reflect the changing roles and visions of women, particularly in 19th and 20th century Britain and America.
Prerequisite: Permission of instructor

LIT 387 The Writer in the World: A Course in the Humanities 3 crs.
This course presents literature as representative of the main artistic trends from the Renaissance to the mid-twentieth century, including Mannerism, Baroque, Rococo, Romanticism, Realism, Impressionism, and Expressionism. It will allow the student to recognize in literature some of the same values or artistic approaches which are comparable in the other fine arts.
Prerequisite: Permission of instructor

LIT 400 Southern Literature 3 crs.
A consideration of literary figures of the South with primary emphasis on 20th century writers. The course is flexible; one semester it may concentrate on prose; another, poetry, drama, and prose.
Prerequisite: Permission of instructor

LIT 415 Restoration Drama 3 crs.
Consideration of the chief dramatists in England from the restoration of the monarchy to the death of Queen Anne.
Prerequisite: Permission of instructor

LIT 420 Shakespeare: Comedies 3 crs.
This course is designed to permit extensive reading in all Shakespeare's comedies and late romances with attention given to the idea of comedy in the Renaissance.
Prerequisite: Permission of instructor

LIT 425 Shakespeare: Tragedies 3 crs.
Intensive study of all of the tragedies with considerable attention given to five "great" plays: *Hamlet, Macbeth, Lear, Othello,* and *Antony and Cleopatra.*
Prerequisite: Permission of instructor

LIT 430 Shakespeare: Histories 3 crs.
The history plays of Shakespeare dealing with the English monarchy studied as great works of literature, as enduring drama, and as revelations of Tudor attitudes.
Prerequisite: Permission of instructor

LIT 460 World Theatre: Masterworks 3 crs.
A course which surveys the great works in drama from the Golden Age of Greece to the moderns such as Beckett and Pinter. The course will include close readings of the plays and will provide discussion of production values also. Drama as a genre, the history of ideas, and the development of theatre will all be a part of the course.
Prerequisite: Permission of instructor

LIT 475 American Women Playwrights 3 crs.
Female vision in modern American dramatic literature in the works of such playwrights as Hellman, Hansberry, Glaspell, Childress, Terry, Fornes, etc. Interdisciplinary critical approach. Designed to follow LIT 375, Drama Survey: Faces of Eve, although LIT 375 is not a prerequisite.
Prerequisite: LIT 260 or permission of instructor.

LIT 484 Utopias and Dystopias 3 crs.
Imaginative views of society which serve either as models or as warnings from world literature by such authors as Plato, Thomas More, Aldous Huxley, George Orwell, Eugene Zamiatin and Walker Percy.
Prerequisite: LIT 260 or permission of instructor.

LIT 485 Studies in English Fiction 3 crs.
The history of the English novel, from the modern beginnings in the 18th century. A second offering under this title is 20th century English novels. On occasion, novels of one decade may be dealt with. May be repeated for credit.
Prerequisite: LIT 260 or permission of instructor.

LIT 487 Studies in American Fiction 3 crs.
Novels by major American writers studied within the context of the new land and new system of governance in the history of the United States. The course will offer readings from 19th century New England and the frontier, 20th century fiction, or will focus on a particular decade. May be repeated for credit.
Prerequisite: LIT 260 or permission of instructor.

LIT 489 Literary Studies 3 crs.
This course focuses study on a literary theme or one or more major writers, past or contemporary, such as the Brontes, Hemingway, Joyce, Ibsen, Woolf or Rich. Literary Studies offers an opportunity for more indepth study than is possible in survey courses. Content varies from term to term. May be repeated for credit.
Prerequisite: Permission of instructor

MANAGEMENT

MGT 0305

MGT 100 Introduction to Business 3 crs.
The prime purpose of this course is to introduce to students the nature of business and its complexities in the context of the environment in which it operates. Subjects covered include ownership forms, organization, management, marketing, accounting, financial institutions, labor relations, computers and small business.

MGT 105 Behavioral Science 3 crs.
This course is designed to familiarize the student of business administration with the fundamental principles and practices of the behavioral sciences. Emphasis is placed on the growth and development in psychology, sociology and cultural anthropology. Open to freshman and sophomore business majors for business elective credit and to non-business majors of any class rank.

MGT 300 Principles of Management 3 crs.
Basic principles and concepts of management as they are applied in the functions of planning, organizing, leading and controlling the business enterprise. The personal and behavioral characteristic of managers as well as analytical techniques available to them are introduced.
Prerequisite: junior standing.

MGT 305 Labor Relations 3 crs.
A study of the history and development of organized labor; the background and techniques of collective bargaining; union security and management rights; job rights and due process.
Prerequisites: ECON 201, MGT 300

MGT 306 Collective Bargaining 3 crs.
Collective bargaining is practiced in a changing environment influenced by national, state, and local laws. It is necessary to understand the legal basis for collective bargaining and to understand the environmental forces which affect the status of contracts between labor and management.
Prerequisite: MGT 300

MGT 307 Health Care for Professionals 3 crs.
This course is specifically designed for Health Care Professionals who are or will be involved in managerial duties. It is designed to provide a comprehensive grounding in management theory and techniques within the unique framework of health care institutions.
Prerequisite: junior standing.

MGT 310 Human Resource Management 3 crs.
This course focuses on current issues in human resource management in both the private and public sectors. Topics include civil service systems, manpower planning and job analysis, recruitment, selection, training, appraisal, compensation, benefits, job evaluation and personnel systems evaluation.
Prerequisite: MGT 300

MGT 315 International Management 3 crs.
This course will consider the special problems that confront the firm engaged in international operations. Topics include compensation, differentials, cultural and social differences as they impinge on managerial decisions and problems in communications and information flow.
Prerequisite: MGT 300

MGT 320 Psychology in Management 3 crs.
The purpose of this course is to bring to the student the theories, experiments, and problem solving efforts of the psychologist and the behavioral scientist in the area of administrative action. Such topics as cognitive dissonance, reenforcement theory, need achievement, leadership and attitude change are covered.
Prerequisite: MGT 300

MGT 325 Production and Operation Management 3 crs.
This course deals with the decision making involved in selecting, designing, operating and controlling activities of the productive system of business. The topics include: product design and process selection; capital budgeting and financial analysis; layouts of the physical system, including assembly line balancing; production planning, etc.
Prerequisites: ECON 200, DECS 310, MGT 300

MGT 330 Organization Theory, Behavior and Communication 3 crs.
This course explores organizations as social units and the phenomenon of the individual and group behavior in work organizations. Special attention is given to organizations as communications networks. The topics include: methods of research in business, individual differences and environmental factors, organizational problem analysis, etc.
Prerequisite: Junior standing

MGT 340 Management Information Systems 3 crs.
Prerequisite: Junior standing

MGT 355 Managerial Communication 3 crs.
The purpose of this course is to improve the abilities of people to send information to others in their company and to receive information from others in their company. In addition, techniques of establishing paths by which communications travel and means of curing problems which impede those paths are studied.
Prerequisite: MGT 300

MGT 430 Enterpreneurship
The purpose of the Enterpreneurship course is to give the student an opportunity to go through the steps required for the startup of a business, and to experience some of the frustrations and achievements associated with the process. The experience gained in other business courses will be used extensively in Entrepreneurship.
Prerequisite: MGT 300

MGT 435 Multinational Business Management 3 crs.
Business and social policy issues are examined within the context of the multinational corporation, with emphasis on problems of operational adaptation to different political, institutional and economic environments.
Prerequisites: ECON 305, FIN 325, LGST 310, MGT 315, MKT 330, or consent of instructor.

MGT 440 Small Business Institute 3 crs.
Students under the supervision of a faculty member act as consultants to small businesses with serious problems. The course is co-sponsored by the Small Business Administration. Satisfies requirement for MGT 445 (Business Policy).
Prerequisites: ACCT 101, FIN 300, MGT 325, MKT 300, senior standing.

MGT 445 Business Policy 3 crs.
Designed to develop skill in identifying problems, making oral and written presentations of investigations and decisions reached, analyzing problems, and devising realistic solutions. Taught by case method.
Prerequisites: ACCT 101, FIN 300, MGT 325, MKT 300, senior standing.

MGT 493 Special Topics in Management 3 crs.
Prerequisites: junior standing, MGT 300.

MGT 497 Internship in Management arr.
See description in College of Business Administration section.

MGT 499 Independent Study in Management arr.
See description in College of Business Administration section.

MARKETING

MKT 0306

MKT 300 Basic Marketing 3 crs.
This basic course acquaints the student with the nature and scope of modern marketing management. It outlines the areas in which decisions are made in developing and implementing marketing activities at all levels of production and distribution.
Prerequisites: ECON 200, junior standing.

MKT 305 Consumer Behavior 3 crs.
Concepts from psychology, sociology, anthropology and economics are applied in the investigation and solution of real marketing problems. Similarities and differences between consumer and industrial buyer behavior are delineated.
Prerequisite: MKT 300

MKT 310 Retailing Management 3 crs.
This course examines the problems and practices of the many different types of contemporary retailing organizations and the management of their activities. Among the important topics covered are store location, store lay-outs, traffic flow patterns, making—buying decisions, effective promotions, and controlling inventories.
Prerequisite: MKT 300

MKT 315 Marketing Channels 3 crs.
A comparative analysis of marketing institutions and practices with discussion of their ethical, social, economic and legal implications.
Prerequisite: MKT 300

MKT 320 Sales Force Management 3 crs.
Analysis of the nature and role of field sales operations as an arm of promotional strategy; investigation of the personal contact function and its management, the scope of its unique problems, and use of decision-making tools and methods for solution.
Prerequisite: MKT 300

MKT 325 Advertising 3 crs.
The study of the advertiser, the agency, the media, and their functions as matched with consumer behavior. Includes evaluation of advertising techniques and programs, and current issues in advertising.
Prerequisite: MKT 300 or permission of instructor

MKT 330 International Marketing 3 crs.
Introduces students to some of the basic principles of marketing management examined in the multinational business environment.
Prerequisite: MKT 300

MKT 335 Personal Selling 3 crs.
A practical applications course for those who are considering a possible career in sales or public relations. Role playing is used extensively to simulate real life encounters.
Prerequisite: Junior standing

MKT 340 Promotional Management 3 crs.
Emphasis is upon developing integrated promotional programs. Advertising, public relations, personal selling, promotional packaging, along with many other sales stimulating methods and techniques are covered.
Prerequisite: MKT 300

MKT 345 Industrial Marketing 3 crs.
This course bears upon industrial or business marketing to organizations rather than to the ultimate consumer or household. The organizations include factories, mills, hospitals, universities, churches, contractors, local, state and federal government agencies. The course is directed toward marketing management and decision making as it relates specifically to industrial marketing. Using basic marketing principles including market segmentation, buyer behavior, marketing strategy and planning, the course includes written cases and a term project paper.
Prerequisite: MKT 300

MKT 400 Marketing Research 3 crs.
Emphasis is upon where and how to use marketing research in the termination and solutions of marketing problems. Some of the topics covered include establishing the research objective, designing research projects, collecting and analyzing data, and writing the final report.
Prerequisites: MKT 305, DECS 201

MKT 405 Business Logistics Management 3 crs.
Analysis of the physical distribution and physical supply system that links buyers and sellers to the problems of coordinating and managing the system.
Prerequisites: MKT 300, DECS 201

MKT 450 Advanced Marketing Strategy 3 crs.
Analysis of a wide variety of marketing problems. The case-situation method is employed, with emphasis on managerial problem solving amid real world constraints; use of behavioral and quantitative techniques.
Prerequisites: MKT 400, senior standing

MKT 493 Special Topics in Marketing 3 crs.
Prerequisites: MKT 300, senior standing

MKT 497 Internship in Marketing arr.
See description in College of Business Administration section.

MKT 499 Independent Study in Marketing arr.
See description in College of Business Administration section.

MATHEMATICS

MATH 0223 and MATH 0523

College of Arts & Sciences

MATH 091 Basic Skills Mathematics 3 crs.
Extensive/individualized program designed to meet deficiencies in student's elementary mathematics up to elementary algebra. Credit in course not applicable to any degree program or any mathematical science or common curriculum requirement but will be added on to normal total for student's degree program. Students assigned to course based on test placement scores.

MATH 092 Fundamentals of Algebra 3 crs.
This course is for those with one year of algebra, but who are not ready for MATH 115, 118 or 122. Topics include arithmetic of signed numbers, polynomials, factoring, fractional and quadratic equations and applications. Credit from this course is not applicable to any degree program or to any math, common curriculum or teacher certification requirement but will be added to normal total for student's degree program. Student assigned to course based on placement test scores.

MATH 113 Math for Elementary Teachers I 3 crs.
This course treats the fundamental concepts of mathematics for a complete understanding viewpoint required of an elementary school teacher. Concepts include number systems, counting, fundamental operations, mathematical sentences, geometric relations and comparison. For elementary education or music education students only.

MATH 114 Math for Elementary Teachers II 3 crs.
This is a continuation in the same style as that of MATH 113. Topics include rational numbers, measurements, decimals, computer literacy, probability, area, volume, models, signed numbers, and more geometry. Open to students in elementary education or music education programs.
Prerequisite: MATH 113

MATH 115 Introduction to Finite Mathematics 3 crs.
Designed to give the social science and the business administration students an introduction to the necessary analytic and quantitative tools in mathematics. Topics include elementary matrix theory and linear programming, life science models and an introduction to probability.

MATH 116 Survey of Calculus 3 crs.
This course includes techniques in the calculus of algebraic, exponential and logarithmic functions of one and two variables as met in the application fields of business, political science and other social science fields.

MATH 118 Pre-Calculus Mathematics 3 crs.
This course offers more preparation for those students who plan on taking calculus, but find themselves deficient in second year high school algebra and trigonometry. Exponential, logarithmic and trigonometric functions are included in the course.

MATH 119 Freshman Seminar 1 cr.
The seminar is designed to stimulate freshman math majors in topics outside the confines of particular introductory courses. At the same time the student will be introduced to elementary research techniques.

MATH 122 Math Models 3 crs.
Common Curriculum: Introductory
This course will treat the concepts of model building, model types, model construction and analysis, and practical aspects of mathematical model usage. Applications of modeling techniques will be made to everyday experiences and to larger, world problems, such as demographics.

MATH 130 Math through the ages 3 crs.
Common Curriculum: Natural Sciences Pre-Modern
This course advances the thesis that math has been a major cultural force in western civilization; demonstrates that math carries the main burden of scientific reasoning and has influenced the direction of much philosophic thought; and introduces true and false conceptions, the quantitative approach to nature, Newtonian Influence, math as art.

MATH 132 Problem Solving in Ecology 3 crs.
Common Curriculum: Natural Sciences Modern
A course in environmental problem-solving that teaches how to use relatively simple mathematical methods (often of the "back-of-the-envelope" type" to understand how planet earth and its inhabitants interact. The problems will deal with issues such as pollution, the exhausting of fossil fuel resources, and overpopulation.
Prerequisite: MATH 116 or 257 or permission of instructor.

MATH 200 Introduction to Linear Algebra 3 crs.
A course designed to introduce topics in matrix algebra for applications basic to future course work. Vector spaces, determinants, matrices, linear transformations and eigenvectors are included.
Prerequisite: High School Algebra II

MATH 203 Computational Matrix Algebra 3 crs.
Numerical methods, computer arithmetic, convergence of an algorithm and efficiency of computational methods are studied. A theory of matrix algebra including matrix manipulation, computation of determinants, solutions of simultaneous equations, Gaussian elimination and eigen-value problems are among the topics developed in the course.
Prerequisite: COSC 210 or permission of instructor.

MATH 204 Discrete Math Structures 3 crs.
A course bridging infinitesimal calculus and the world of sets, relations, digraphs, lattices, logic, etc. Topics include algebraic flow chart language, syntax and semantics, isomorphisms and invariants, directed graphs, Boolean algebra, permutations and cyclic groups, polish expressions, etc.
Prerequisite: High School Algebra II

MATH 233 Honors Mathematics: Mathematics in Western Civilization 3 crs.
Common Curriculum: University Honors Program
The objective of this course is to present the development of mathematics in Western Civilization from a cultural, historical and scientific perspective. The course material consists of important topics selected from the disciplines of number theory, logic, geometry, analysis and probability theory.

MATH 241 Introduction to Probability and Statistics I 3 crs.
A course to introduce statistical applications in the fields of business administration, social sciences, and education. Topics include describing sets of measurements, discrete probabilities, normal distributions, statistical inference, special distributions, decision making under uncertainty, quality control, linear regression, etc.

MATH 242 Introduction to Probability and Statistics II 3 crs.
Continuation of MATH 241
Prerequisite: MATH 241

MATH 257 Calculus I 3 crs.
A beginning course of the calculus of one variable and analytic geometry. The concept of limits and their use in differential and integral calculus, max and min values of functions and solving for areas and volumes are treated.
Prerequisite: High School Algebra (2 years), Geometry and Trigonometry

MATH 258 Calculus II 3 crs.
Topics include the Mean Value Theorem and its applications, applications of the integral, transcendental functions, techniques of integration, sequences and series and conic sections.
Prerequisite: MATH 257

MATH 259 Calculus III 3 crs.
The calculus of several variables and vector analysis. Topics include differentiation of vector valued functions, extreme values, Lagrange multipliers, multiple integration, line and surface integrals and an introduction to vector fields.
Prerequisite: MATH 200 and 258

MATH 310 Calculus IV 3 crs.
Topics include fundamental methods of solving elementary differential equations. Include exact solutions, series solutions, numerical solutions, solutions using Laplace transforms and other topics.
Prerequisite: MATH 258

MATH 315 Linear Programming 3 crs.
Introductory course in linear programming using elementary matrix algebra and the theory of complex polygons. Managerial problems, operations research, economic behavior, game theory, and military strategy applications are considered.
Prerequisites: MATH 200 or 203 and COSC 215

MATH 320 Linear Algebra 3 crs.
This second course expands on topics such as vector spaces, matrices, determinants, eigenvalues, linear functionals, bilinear forms, vector geometry and their applications.
Prerequisite: MATH 200

MATH 325 Nonlinear Optimization 3 crs.
An introduction to nonlinear optimization problems. Topics include classical optimization based on calculus, approximation techniques, separable programming, gradient methods, and dynamic programming.
Prerequisite: MATH 200, 258 and COSC 215

MATH 330 Theory of Numbers 3 crs.
Topics include divisibility, prime numbers, Euclidean algorithm, fundamental theorem of arithmetic, congruences, diophantine equations, and indicies.
Prerequisite: Permission of instructor.

MATH 335 Theory of Sets 3 crs.
A study of infinite sets and the associated arithmetic of transfinite cardinal and ordinal numbers.
Prerequisite: Permission of instructor.

MATH 340 Math Probability 3 crs.
An introduction to the theory of probability. Topics include combinatorial analysis, axioms of probability, discrete and continuous random variables, expectation, multivariate probability distributions, function of random variables, and basic limit theorems.
Prerequisites: MATH 310

MATH 341 Statistics Theory and Methods 3 crs.
How statistics makes inferences about a population based on information from samples. Topics include estimation, hypothesis testing, linear models and estimation by least squares. Experimental design, analysis of variance, analysis of enumerative data, and nonparametric statistics.
Prerequisites: MATH 340, permission of instructor.

MATH 345 Topics in Geometry 3 crs.
The course will include foundations of geometry, congruences, parallelism, similarities, measures, coordinate systems, axiom systems for the Euclidean and projective planes.
Prerequisite: MATH 258.

MATH 350 Differential Equations 3 crs.
This course reviews and continues the introduction to ordinary differential equations met in MATH 310. Selected topics in partial differential equations and applications to various fields will be included.
Prerequisite: MATH 259, 310

MATH 355 History of Math 3 crs.
Mathematics is traced as a major cultural force in Western civilization. The interplay of cultures on the evolution of mathematics and the influence of mathematics in shaping life and culture is discussed.

MATH 400 Abstract Algebra I 3 crs.
A general survey course in the concepts of algebra treating number systems, groups, rings, domains, fields, matrices over a field, elements of Galois theory and canonical forms.
Prerequisite: MATH 200

MATH 401 Abstract Algebra II 3 crs.
Continuation of MATH 400.
Prerequisite: MATH 400

MATH 410 Advanced Calculus I 3 crs.
A deeper look at analysis with special attention to linear methods as applied to the calculus of several variables. Topics include extrema, Jacobians, uniform continuity, line and surface integrals, differentials, integration theory, and series.
Prerequisite: MATH 259, 310

MATH 411 Advanced Calculus II 3 crs.
Continuation of MATH 410.
Prerequisite: MATH 410

MATH 415 Complex Variables 3 crs.
Analytic functions, Cauchy's integration theory, series representation, conformal mapping, analytic continuation, Schwarz-Christoffel transformation.
Prerequisite: MATH 259, 310

MATH 420 Real Analysis 3 crs.
Advanced course in analysis of real functions through theorems credited to Cantor, Bolzano, Weierstrass, Borel and others. Topics include uniform convergence, covering sets, almost continuous functions, and Lebesque integrals.
Prerequisite: MATH 411

MATH 425 General Topology 3 crs.
Basic concepts from the topics of topological spaces, Hausdorff spaces, connectedness, metric spaces, continuous mappings, separability, compactness and product spaces.
Prerequisite: Permission of instructor.

MATH 430 Applied Math I 3 crs.
Designed to illustrate the application of mathematics to one or more fields by considering the aspects of model building and to further develop theory and techniques relevant to the needs of the field. Topics include partial differential equations, eigen functions, Green's functions, perturbation and approximation methods.
Prerequisite: MATH 259, 310

MATH 431 Applied Math II 3 crs.
Continuation of MATH 430.
Prerequisite: MATH 430

MATH 493 Directed Readings 3 crs.

MATH 495 Special Project arr.
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

MATH 496 Math Seminar 1 cr.
Topics from various branches of mathematics will be presented, discussed and arguedby the students. By invitation only.

MATH 498 Research Project arr.
Focuses on empirical or historical investigation, culminating in a written report.

MATH 499 Independent Study arr.

City College

MATH 111 Elementary Concepts of Math 3 crs.
This course deals with topics such as arithmetic of signed numbers, polynomials, factoring, and fractional and quadratic equations. Students requiring mathematics review and skill building prior to enrolling in MATH 115 are advised to enroll in MATH 111.

MATH 115 Introduction to Finite Mathematics 3 crs.
This course is designed to give the social science and the business administration student an introduction to the necessary analytic and quantitative tools in mathematics. Topics include elementary matrix theory and an introduction to linear programming.

MATH 116 Survey of Calculus 3 crs.
This course includes techniques in the calculus of algebraic, exponential and logarithmic functions of one and two variables as met in the application fields of business and the social sciences.
Prerequisite: MATH 115 or equivalent

MILITARY SCIENCE

MILS 0226

MILS 104 Dynamics of Leadership I 2 crs.
An introductory course on the history and organization of Army ROTC and an initial study of leadership traits, principles and characteristics. The student is introduced to the characteristics and capabilities of individual and crew-served weapons such as the M-16 rifle and the M-60 machine gun. The student is further oriented to the customs and courtesies of the military service and is given a brief overview of the present military pay system, service benefits, the national defense structure, and the basic organization and functions of a military squad and platoon. Course includes periodic field trips, two hours of lecture and one hour of laboratory.

MILS 105 Dynamics of Leadership II 2 crs.
A continuation of leadership training to include: weapons training (assembly and disassembly procedures for the M-16 rifle and M-60 machine gun), communications (radio - telephone procedures, use of a CEOI), first-aid (bleeding, shock, burns, fractures, CPR), and concluding with training in NBC (nuclear, biological, chemical) topics. Course includes periodic field trips, two hours of lecture and one hour of laboratory.
Prerequisite: MILS 104 or permission of the department

MILS 204 Applied Leadership 2 crs.
The course begins with an introduction to military map reading covering topics such as: grid coordinates, elevation, relief, distance, polar coordinates, intersection and resection. Concludes with preliminary marksmanship instruction covering topics such as: mechanical training (assembly and disassembly, operation and functioning, care and cleaning, stoppage, immediate action, remedial action, malfunctions) and marksmanship fundamentals (aiming, steady hold factors, firing positions). Course includes training in physical conditioning, periodic field trips, two hours of lecture and one hour of laboratory.
Prerequisite: MILS 105 or permission of the department

MILS 205 Management Techniques 2 crs.
An introduction to management principles and techniques. Includes a discussion of leadership principles and application of leadership techniques. Course concludes with an introduction to military correspondence, discussion of customs and traditions, and Ranger Challenge skills such as knot tying and rope bridge. Course includes training in physical conditioning, periodic field trips, two hours of lecture and one hour of laboratory.
Prerequisite: MILS 204 or permission of the department

MILS 304 Basic Tactics 3 crs.
Introduction to U. S. Army tactical concepts and procedures, principles and evolution of war, and the relationship between weapons and tactics. Includes a comparative study of U.S. and U.S.S.R. organizations, advanced map reading and terrain association, operation orders format, and concludes with a study of offensive operations (movement techniques/formations, control measures, conduct of the offense, and offensive operation order exercise). Course includes training in physical conditioning, periodic field trips, three hours of lecture and one hour of laboratory.
Prerequisite: MILS 205 or permission of the department

MILS 305 Advanced Tactics 3 crs.
Continuation of the study of the U.S. Army tactical concepts. The course begins with a study of defense operations (range cards and sector sketches, retrograde operations) and continues with patrolling techniques, low intensity conflict, call-for-fire. Concludes with an overview of advanced camp (communication procedures, physical training program, practical application of drill and ceremonies, review of tactics and explanation of the tactical application exercise). Course includes training in physical conditioning, periodic field trips, three hours of lecture and one hour of laboratory.
Prerequisite: MILS 304

MILS 404 Ethics of Leadership 2 crs.
First part of the Capstone course leading to commissioning in the U.S. Army. Course includes a study of military ethics and professionalism (introduction to the profession of arms, basic understanding of the professional soldier's responsibilities to the Army and the nation, an understanding of the need for the ethical conduct and a greater awareness and sensitivity to ethical issues, improved ethical decision making skills). Course concludes with cadet presentation of professional knowledge subjects (conduct briefings, military correspondence, information/decision paper, after-action report, counseling techniques, intelligence and combat information, post and installation support). Course includes training in physical conditioning, periodic field trips, two hours of lecture and one hour of laboratory.
Prerequisite: MILS 305

MILS 405 Professionalism of Leadership 2 crs.
Conclusion of the Capstone course. Emphasis is on command and staff functions, planning and preparation of training, logistics and personnel management. Course concludes with the study of military justice and the law of war. Course includes training in physical conditioning, periodic field trips, two hours of lecture and one hour of laboratory.
Prerequisite: MILS 404

MILS 450 Leadership Laboratory 0 cr.
An extension of classroom work each semester. Affords the student the opportunity to apply military skills learned in the classroom in an outdoor environment. Topics covered include drill and ceremonies, leading of physical training, land navigation, basic soldier skills, first-aid, rappelling, weapons training and firing. Mandatory for all students taking Military Science classes.

MILS 499 Independent Study 2 crs.
Open only to those students who have completed Military Science requirements and have extended scholarship benefits.
Prerequisites: MILS 405 and Department Chair approval.

MUSIC APPRECIATION

MUSA 0560

MUSA 270 History of Jazz (1890-1932)3 crs.
This course is a survey of music from the Civil War to the Big Band Period of the 1930's.

MUSA 271 History of Jazz (1932-present) 3 crs.
This course is a survey of music from the Big Band Period to the present. Woody Herman, Duke Ellington, Benny Goodman, Harry James, Count Basie, the Jazz Revolution—BeBop, Cool Jazz, and Third Stream.

MUSA 360 Music Appreciation (1450-1820) 3 crs.
This course enables the learner to listen to music with greater perception and understanding. Listening skills will be developed through an historical survey of musical styles from the Middle Ages to the Romantic Period.

MUSA 361 Music Appreciation (1820-present) 3 crs.
This course is intended for someone who is seriously interested in learning how to listen to music with greater perception and understanding. Listening skills will be developed through an historical survey of musical styles from the Romantic Period to the present.

MUSIC — GENERAL

MUGN 0404

MUGN 100 Italian Diction 1 cr.

MUGN 101 Italian Vocal Repertoire 0 cr.
Early English and Italian repertoire; taken concurrently with voice.

MUGN 111 Basic Ballet I 2 crs.
Fundamental techniques, exercises, and steps. Creditable twice.

MUGN 134 Liturgy and the Arts 3 crs.
Common Curriculum: Humanities/Arts Premodern
This course traces the necessity for music and dance in liturgical worship. It begins in pre-Christian times, examining briefly practices in the far East and near East — coming through the Old Testament to Christianity. At the arrival of the Baroque Revolution, the liturgy became atrophied and had to await Vatican II for liberation.

MUGN 142 History of Dance 3 crs.
Common Curriculum: Humanities/Arts Modern
For proper aesthetic perception of theatrical dance production, it is necessary to have an appreciation of music, stage setting, literary backgrounds of plots used, plus an understanding of dance itself. This course uses a cross-disciplinary approach to gain this insight into dance. (Also listed as HIST 138)

MUGN 166 America and Its Music 3 crs.
Common Curriculum: Humanities/Arts Modern
An appreciation course designed for the non-music major which provides an overview of 20th century American popular and art music styles, their bases in folk traditions, and the influence of electronic instruments on musical style and composition.

MUGN 168 The World of Music 3 crs.
Common Curriculum: Humanities/Arts Premodern
This course introduces musical works which span the history of western civilization. Through guided listening the student will gain an understanding of how music reflects the thoughts and perspectives of the past, and will grow in appreciation of the emotional and intellectual legacy shared by Western culture.

MUGN 200 French Diction 1 cr.

MUGN 201 French Vocal Repetoire 0 cr.
French Repertoire; taken concurrently with voice.

MUGN 210 Eurhythmics 2 crs.
An activity course structured to develop a sensitivy to music; based on the eurhythmic concepts of Jacques Dalcroze.

MUGN 211 Basic Ballet II 2 crs.
Continuation of Basic Ballet I. Creditable twice.
Prerequisite: MUGN 111

MUGN 220 Seminar in Music Business 2 crs.
A survey course that provides students with an overview of the music profession and its alternative career opportunities.

MUGN 300 German Diction 1 cr.

MUGN 301 German Vocal Repertoire 0 cr.
German repertoire; taken concurrently with voice.

MUGN 303 Internship 1 cr.
Practical, on-the-job experience in fields related to music business and music communications. Creditable three times.

MUGN 308 Recreational Music 2 crs.
Melodic and rhythmic musical instruments at elementary levels and movement activities for handicapped children. Dalcroze, Kodaly and Orff approaches will be studied and practiced.

MUGN 311 Intermediate Ballet 2 crs.
For students who have completed their basic ballet technique. Creditable twice.

MUGN 315 Seminar in Recording Techniques I 3 crs.
Introductory practical and theoretical knowledge of two-track and multi-track recording, including use of Loyola's 16-channel recording studio. Open to all junior-, senior-, and graduate-level students, or by permission of instructor.

MUGN 316 Seminar in Recording Techniques II 3 crs.
Advanced application of Loyola's 16-channel recording studio, including individual recording projects, digital synthesis, and the use of signal processors.
Prerequisite: MUGN 315.

MUGN 401 Music Bibliography 2 crs.
Required of all Bachelor of Arts in Music degree students. Techniques in music research and writing necessary for the completion of the senior project.

MUGN 411 Ballet Repertory 3 crs.
Study of dances from ballet, opera, and musicals. Recital at the end of each semester. Open to advanced-level ballet students.

MUGN 495 Special Topics arr.

MUGN 499 Independent Study arr.
Creditable as needed.

MUSIC EDUCATION

MUED 0401

MUED 110 String Class I 1 cr.
The study of techniques leading toward basic performance competence and pedagogy of string instruments. Creditable as needed.

MUED 111 String Class II 1 cr.
Continuation of String Class I

MUED 200 Field Experience in Music Education 0 crs.
Observations of and participation in music instruction at various assigned levels (K-12). Written reports are submitted to the Music Education Department; with observations discussed in periodic seminars. Creditable repeatedly.

MUED 210 Brass and Percussion Class I 2 crs.
The study of techniques leading toward basic performance competence and pedagogy of brass and percussion instruments.

MUED 211 Brass and Percussion Class II 2 crs.
Continuation of Brass and Percussion Class I.

MUED 300 Student Teaching Seminar 0 crs.
A symposium on student teaching — a free exchange of ideas, experiences, and problems relating to supervised teaching activities.

MUED 306 Instrumental Music Education Methods 2 crs.
Organization and management of elementary and secondary school instrumental music programs emphasizing proven teaching techniques, materials, and performance procedures.

MUED 307 Choral Music Education Methods 2 crs.
Teaching choral music. Emphasis on management of performing ensembles, materials, teaching techniques and literature.

MUED 308 General Music Education Methods 2 crs.
Organization and management of the elementary and secondary school general music program emphasizing proven teaching techniques and materials based on a conceptual approach to music learning.

MUED 309 Psychology of Teaching Music in Secondary Schools 3 crs.
An introduction to current theory and practice in music education including the psychology of learning and teaching music, nature and testing of musical aptitude and ability, and philosophy in music education.

MUED 310 Woodwind Class I 2 crs.
The study of techniques leading to basic performance competence and pedagogy of woodwind instruments.

MUED 311 Woodwind Class II 2 crs.
Continuation of Woodwind Class I.

MUED 400 Student Teaching 9 crs.
Experience in secondary and/or elementary instruction under the guidance of music teachers and supervisors certified in the student's primary teaching area.

MUSIC HISTORY AND LITERATURE

MUHL 0407

MUHL 104 Introduction to Music Literature I 1 cr.
An introduction to fundamental musical concepts and terminology as applied to listening skills. Further emphasis will be placed on the aural recognition of a selected body of standard repertoire demonstrating the genres of orchestral, choral, solo, chamber and operatic literature.

MUHL 105 Introduction to Music Literature II 1 cr.
A brief overview of Western art music from 800 AD to the present, with emphasis placed on style characteristics.

MUHL 304 Survey of Music History I 3 crs.
Survey of Western art music to 1750, focusing on musical style and stylistic developments. Aural analysis and identification of specific compositions is required.

MUHL 305 Survey of Music History II 3 crs.
Continuation of Survey of Music History I, covering from 1750 to the present.
Prerequisite: MUHL 304

MUHL 308 Piano Literature I 3 crs.
Survey of standard keyboard music from the Baroque era to the present.

MUHL 309 Piano Literature II 3 crs.
Continuation of Piano Literature I.

MUHL 404 Twentieth Century Music 2 crs.
An in-depth study of the music and musical trends of the twentieth century. Discussion of the problems and philosophies of modern art music. Aural analysis and identification of specific compositions is required.
Prerequisite: MUHL 305

MUHL 405 Music in America 2 crs.
A study of the music and the musical traditions of the United States. This course covers choral, symphonic and band music, liturgical, art and popular styles, along with the several European traditions which contributed to the formation of American musical tastes.

MUHL 407 Opera Literature 2 crs.
Survey of opera and its forerunners from the 16th century to the present.
Prerequisite: MUHL 305 or permission of instructor.

MUHL 410 Orchestral Literature 2 crs.
Survey of orchestral literature from the Baroque to the present including stylistic analysis of selected works.
Prerequisite: MUHL 305 or permission of instructor.

MUSIC — JAZZ STUDIES

MUJZ 0406

MUJZ 106 Introduction to Jazz Literature 1 cr.
A presentation and discussion of the various aspects of jazz and its performance, with an emphasis on appreciation through analytical listening.

MUJZ 107 Jazz Piano and Theory 1 cr.
The theory of jazz harmony, notation, and related functional piano skills. This course is prerequisite to Jazz Composition and Modern Arranging.

MUJZ 108 Improvisation I 1 cr.
An introduction to jazz improvisation; focus is on melodic development as a b is for improvisation. Also explored are general performance practices and basic theory.

MUJZ 109 Improvisation II 1 cr.
Continuation of Improvisation I. Focus is on chord/scale relationships a well as motivic development, ear training, and record transcriptions.

MUJZ 204 Evolution of Jazz Styles 2 crs.
The origin and phases in the development of jazz.

MUJZ 208 Improvisation III 1 cr.
Continuation of Improvisation II with an emphasis on classic "standard tune" literature.

MUJZ 209 Improvisation IV 1 cr.
Continuation of Improvisation III.

MUJZ 308 Improvisation V 1 cr.
Continuation of Improvisation III with an emphasis on "classics" composed by jazz artists.

MUJZ 309 Improvisation VI 2 crs.
Continuation of Improvisation V, with a final project consisting of transcriptions and biographical research into jazz artists on the student's major instrument.

MUSIC PEDAGOGY

MUPD 0408

MUPD 110 Introduction to Piano Pedagogy I 2 crs.
An introduction to basic pedagogical principles, general formats of material for beginning pianists, method books currently available, and basic studio policies. In addition to two class meetings each week, students will—during a 45 minute weekly group lesson—assist teachers in the Loyola Music Preparatory School.

MUPD 111 Introduction to Piano Pedagogy II 2 crs.
Continuation of Introduction to Piano Pedagogy I.
Prerequisite: MUPD 110-MUPD 210

Piano Pedagogy III: Elementary Methods and Materials 2 crs.
Students will learn elementary level literature; playing this music in class, at performance level, is required. The pedagogical uses of these materials will be discussed. In addition to class meetings, students will assist teachers in the Loyola Music Preparatory School in group lessons and observe private lessons as assigned (one hour and forty-five minutes weekly).
Prerequisite: MUPD 111.

MUPD 211 Piano Pedagogy IV: Intermediate Methods and Materials 2 crs.
Continuation of Piano Pedagogy III at the intermediate level.
Prerequisite: MUPD 210.

MUPD 310 Piano Pedagogy V: Supervised Teaching 1 cr.
Students will share, with supervising teachers in the Loyola Music Preparatory School, the teaching of group lessons. They will also teach, with supervision, one or two private students. Weekly meetings with the course instructor will evaluate each student's teaching effectiveness. This course may be taken concurrently with Piano Pedagogy III.
Prerequisite: MUPD 211.

MUPD 311 Piano Pedagogy VI: Supervised Teaching 1 cr.
Continuation of Piano Pedagogy V. May be taken concurrently with Piano Pedagogy IV.
Prerequisite: MUPD 310.

MUPD 409 String Pedagogy 1 cr.
Analysis of teaching materials and didactic approaches; minor maintenance of string instruments.

MUPD 410 Piano Pedagogy VII: Practicum 1 cr.
Each student will be apprenticed to a New Orleans area piano teacher as an assistant teacher; grades will be arrived at in consultation with each cooperating teacher. Observations, in addition to those of the supervisory teacher, will be made periodically by a member of the Piano Pedagogy faculty.
Prerequisite: MUPD 311, junior standing.

MUPD 411 Piano Pedagogy VIII: Practicum 1 cr.
Continuation of Piano Pedagogy VII.
Prerequisite: MUPD 410.

MUSIC PERFORMANCE

MUPR 0405

MUPR 012 Applied Fundamentals 2 crs.
Applied study designed for achieving freshman level. Creditable as needed.

MUPR 112 Applied Study: Individual 2 or 3 crs.
Concentrated study of voice or a string, woodwind, brass, percussion, or keyboard instrument at the lower division levels. Creditable as needed. Music students only.

MUPR 113 Recital Hour 0 cr.
Recital attendance required of all undergraduate music majors throughout most semesters of residence. Creditable repeatedly.

MUPR 114 Applied Study: Class I 1 or 2 crs.
Study of techniques leading toward basic performance competence in piano, voice or guitar.

MUPR 115 Applied Study: Class II 1 or 2 crs.
Continuation of Applied Study: Class I
Prerequisite: MUPR 114 or equivalent ability.

MUPR 117 Major Ensemble 1 cr.
Regular rehearsal in performance groups of various sizes and constitutions. Creditable as needed at any level of undergraduate study. Open to non-music students, in some ensembles, by audition only.

MUPR 118 Minor Ensemble 1 cr.
Same description as MUPR 117.

MUPR 119 Chamber Ensemble 1 cr.
Same description as MUPR 117.

MUPR 214 Applied Study: Class III 1 or 2 crs.
Continuation of class applied study.

MUPR 215 Applied Study: Class IV 1 or 2 crs.
Continuation of class applied study.

MUPR 216 Accompanying 1 cr.
A presentation of skills for and practical experience in the art of accompanying solos and ensembles. Creditable as needed.

MUPR 308 Essentials of Conducting 2 crs.
Basic conducting techniques; visual metric patterns, use of the baton, dynamic indications, cuing, rehearsal and performance organization; application.

MUPR 309 Instrumental Conducting 2 crs.
Continuation of Essentials of Conducting with emphasis on standard band and orchestral literature, rehearsal procedures and historical styles.
Prerequisite: MUPR 308

MUPR 310 Junior Recital 0 cr.
A full, partial, or recital appearance required of all Bachelor of Music and Bachelor of Music Education students except candidates for the degrees Bachelor of Music in Piano Pedagogy and in Theory and Composition.

MUPR 311 Choral Conducting 2 crs.
Continuation of Essentials of Conducting with emphasis on choral literature, rehearsal procedures, and historical styles.
Prerequisite: MUPR 308

MUPR 312 Applied Study: Individual 2 or 3 crs.
Continuation of individual applied study at the upper division levels. Creditable as needed. Music students only.

MUPR 410 Senior Recital 0 cr.
A full individual recital required of all Bachelor of Music candidates except those with a secondary concentration in Business Administration, Communications, Computer Science, or Drama.

MUPR 414 Guitar Concepts I 1 cr.
Study of techniques leading to basic performance competence and pedagogy of guitar. Music students only.

MUPR 415 Guitar Concepts II 1 cr.
Continuation of Guitar Concepts I.

MUSIC THEORY

MUTH 0403

MUTH 100 Elements of Music Theory 3 crs.
Pitch and rhythmic notation, intervals, rhythmic and melodic music reading and dictation. This course or equivalent knowledge is prerequisite to Theory I. Open to non-music students.

MUTH 102 Theory I 4 crs.
Theory fundamentals, tonality, melodic organization, basic harmonic and nonharmonic processes. Aural perception training is continuous. Some theory fundamentals and skills are prerequisites.

MUTH 103 Theory II 4 crs.
Seventh chords, modulation, secondary dominant chords, part writing. Aural perception training is continuous.
Prerequisite: MUTH 102.

MUTH 110 Composition Survey I 1 cr.
This course will familiarize students, via listening, with landmark compositions of the 20th century; discussion will center upon specific features of the music.

MUTH 111 Composition Survey II 1 cr.
Continued analytically guided listening to 20th century music; introductory writing of exercises involving the basic precepts of symmetry and contrast, developmental processes and formal awareness.

MUTH 202 Theory III 4 crs.
Review of secondary dominants; borrowed chords; Neapolitan sixth chords; augmented sixth chords; ninth, eleventh, and thirteenth chords; altered dominants; chromatic mediants; other chromatic harmony devices. Aural perception training is continuous.
Prerequisite: MUTH 103

MUTH 203 Theory IV 4 crs.
Melodic, harmonic, and formal analysis of standard repertoire with the purpose of solidification of all traditional theoretical concepts. Students are given a foundation for the understanding of materials, techniques, and processes of 20th century music. Aural perception training is continuous.
Prerequisite: MUTH 202

MUTH 210 Composition Essentials I 1 cr.
The writing of complete, performable pieces in a variety of media and forms, and in styles spanning the Classical era to the early twentieth. Creditable twice.
Prerequisites: MUTH 110-111

MUTH 211 Composition Essentials II 1 cr.
The writing of pieces in a variety of media and forms, and in styles spanning the late Romantic era to the present. At least one composition must be rehearsed by the composer and performed on a recital prior to the completion of this course. Creditable twice.
Prerequisite: MUTH 210

MUTH 302 Counterpoint I 2 crs.
Analysis and writing in the style of the vocal music of the late Rennaissance.

MUTH 303 Counterpoint II 2 crs.
Analysis and writing in the contrapuntal style of the late Baroque era.

MUTH 304 Jazz Composition 2 crs.
The study of jazz composition and contrapuntal techniques with emphasis on writing for small groups.
Prerequisite: MUJZ 107

MUTH 306 Orchestration I 2 crs.
A study of the capabilities and limitations of the orchestral string, wind, and percussion instruments; scoring for choirs of these instrumental families.
Prerequisite: MUTH 202

MUTH 307 Orchestration II 2 crs.
The history of orchestration procedures from the mid-Baroque era to the present. The relationship of orchestration to formal processes and musical aesthetics will be emphasized.
Prerequisite: MUTH 306

MUTH 309 Modern Arranging 2 crs.
Creative scoring for the modern jazz, dance, recording, radio or television orchestra.
Prerequisite: MUJZ 107

MUTH 310 Composition III 2 crs.
Private composition study; original writing in forms, styles, and for media approved by the instructor. At least one prepared recital performance of an original composition is required.
Prerequisite: MUTH 211

MUTH 311 Composition IV 2 crs.
Continuation of Composition III.
Prerequisite: MUTH 310

MUTH 321 Electronic Music I 3 crs.
The practical study of analog synthesis and classical studio techniques. Compositional procedures will be emphasized and at least one substantial composition is required. Open to all junior-, senior-, and graduate-level students, by permission of instructor.
Prerequisite: MUTH 103 (music majors only)

322 Electronic Music II 3 crs.
The practical study of digital synthesis, indluding MIDI. Compositional procedures will be emphasized and at least one substantial composition is required.
Prerequisite: MUTH 321 or permission of the instructor

MUTH 402 Form and Analysis I 2 crs.
Formal and harmonic analysis of music from Wagner to the early 20th century Neotonal composers.
Prerequisite: MUTH 203

MUTH 403 Form and Analysis II 2 crs.
Study of non-tonal music and its theoretical background.
Prerequisite: MUTH 203

MUTH 410 Composition V 2 crs.
Private composition study; original writing in forms, styles, and for media approved by the instructor. At least one prepared recital performance of an original composition is required.
Prerequisite: MUTH 311

MUTH 411 Composition VI 2 crs.
Private composition study; original writing in forms, styles, and for media approved by the instructor. A senior recital, consisting of at least one hour of music, must be presented, and must include at least one work using electronic media and various other works using a variety of instrumental and vocal forces.
Prerequisite: MUTH 410

MUSIC THERAPY

MUTY 0402

MUTY 116 Music Therapy I 4 crs.
Music therapy in rehabilitation: theory, research and clinical practice. A laboratory in accountability procedures, methods and materials is required.

MUTY 117 Field Studies I 1 cr.
Participation in a number of music therapy settings under the supervision of a registered music therapist. Two hours per week plus a one-hour seminar.

MUTY 216 Music Therapy II 4 crs.
Music therapy theory, research and clinical practice in psychiatry. A laboratory in professional ethics is required.

MUTY 217 Field Studies II 1 cr.
Practicum experience in a psychiatric setting under the supervision of a registered music therapist. Two hours per week plus a one-hour seminar.

MUTY 316 Music Therapy III 4 crs.
Evaluative tests, theory, research and clinical practice in music therapy with mentally retarded individuals. A laboratory in behavior management techniques is required.
Prerequisite: Permission of instructor.

MUTY 317 Fields Studies III 1 cr.
Practicum experience in a mental retardation setting under the direction of a registered music therapist. Two hours per week plus a one-hour seminar.

MUTY 416 Music Therapy IV 4 crs.
Physiological and affective response to music, musical preference and ability. A laboratory in musical acoustics is required.

MUTY 417 Fields Studies IV 1 cr.
Practicum experience in a rehabilitation setting under the direction of a registered music therapist. Two hours per week plus a one-hour seminar.

MUTY 418 Music Therapy V 1-7 crs.
Clinical training. Students work full time under supervision for six months in a clinical setting approved by the Music Therapy Department. Creditable three times.

NURSING

NURS 0557

NURS 260 Nursing Foundations I 8 crs.
The content focuses on nursing care of adult clients who have dysfunctions in: circulation and oxygenation, nutrition and metabolism, sensorimotor function, genitourinary and reproductive functions. (Credit awarded by validation of transfer credit or the RN Mobility Profile II Examination.)

NURS 265 Nursing Foundations II 8 crs.
The content focuses on nursing care of the client during childbearing, including the antepartal, intrapartal, and postpartal and neonatal periods; and on nursing care of the child, including the infant, toddler and preschooler, school age child, and adolescent. (Credit awarded by validation of transfer credit or the RN Mobility Profile II Examination.)

NURS 270 Nursing Foundations III 8 crs.
The content focuses on nursing care of children and adults who have mental disorders associated with psychosocial and physiological dysfunctions. (Credit awarded by validation of transfer credit or the RN Mobility Profile II Examination.)

NURS 361 Professional Nursing Practice 3 crs.
This course is designed to assist in the transition of the student to the professional nurse's role and in the application of the nursing process in one's area of practice. Emphasis is placed on nursing as a professional practice discipline, which is both art and science. As a foundation for subsequent nursing courses, the following are explored: personal and professional values, selected nursing theories, ethical standards, health-illness, and nursing roles.
Pre/Co-requisites: NURS 260, 265, 270

NURS 366 Health Assessment 3 crs.
(Theory and Practicum)
The emphasis of this course is on the tools of assessment to appraise the health of individuals. The nursing process and knowledge from the biological sciences are applied to the systematic assessment of clients in all phases of the life cycle.
Prerequisites: BIOL 210, 211, 335; Pre/Corequisites: NURS 260, 265, 270

NURS 371 Law, Ethics, and Politics of Health Care 3 crs.
(Theory and Practicum)
This course introduces students to legal, ethical, and political issues influencing the health care system. Actual case studies are used to illustrate how the law applies to a broad range of issues in nursing practice. Distinctions between legal and ethical principles for nursing decisions are analyzed. Health care policies are explored from legal, political, economic, and ethical perspectives. Emphasis is placed on laws, policies, and ethical principles which govern professional nursing practice.
Prerequisites: NURS 260, 265, 270, 361

NURS 376 Nursing Leadership: Behaviors and Process 3 crs.
Emphasis is on leadership as the professional role for nursing practice. Principles and concepts of essential elements of the leadership process are incorporated, including change, decision-making, collaboration, conflict resolution, communication, power, and the bureaucratic structure. Focus on the nursing role of leader/manager in health care settings.
Prerequisites: NURS 260, 265, 270, 361

NURS 450 Introduction to Nursing Research 3 crs.
This course is an introduction to nursing research. Emphasis is placed on understanding the research process and on critiquing the nursing research articles for the purpose of evaluation applicability to nursing practice.
Prerequisites: NURS 260, 265, 270, 361 and Statistics

NURS 456 Health Promotion Through the Life Cycle 4 crs.
(Theory and Practicum)
The course focuses on the nursing role in health promotion and disease prevention as it impacts the entire life cycle. The family unit will be explored as it relates to the individual's health, to society in general, and to development of health beliefs and health behaviors. Health counseling techniques and client teaching techniques are explored as strategies for disease prevention and health promotion. Emphasis is on identifying the nursing role in health promotion in a variety of settings.
Prerequisites: NURS 260, 265, 270, 361, 366 and PSYC 330

NURS 462 Community Health Nursing 5 crs.
(Theory and Practicum)
This is a study of community health care services with emphasis on community health assessment. The course focuses on the nurse's role in improving the health of communities through prevention of health problems in populations. Learning experiences focus on identifying populations at risk and providing nursing services to aggregates within the community. Nursing care of individuals, families, and groups, and the services of home health care are addressed within the framework of the community. Nursing as a change process in community health is emphasized.
Prerequisites: NURS 260, 265, 270, 361, 366, 376 and 456

NURS 464 Practicum 2 crs.
(Theory and Practicum)
Under the supervision of a faculty member, students conduct practicum activities related to an area of interest or current/future role.
Prerequisites: NURS 260, 265, 270, 361, 366; Pre/Corequisites: NURS 376, 456, 462 or permission of the instructor

NURS 465 Introduction to Critical Care 3 crs.
This course presents an overview of the nursing process as implemented with clients in medical, surgical and cardiac intensive care settings. The focus is on nursing activities planned around the client's needs during health crises.
Prerequisites: NURS 260, 265, 270 or permission of the instructor

NURS 466 Pathophysiology 3 crs.
Emphasis in this course is on the physiological changes which result from pathological processes. Mechanisms of disease will be studies along with the major dysfunctions of the cardiovascular, respiratory, renal, neuroendocrine, and gastrointestinal systems.
Prerequisites: NURS 260, 265, 270, BIOL 210 and 211 or permission of the instructor

NURS 468 Advanced Topics in Nursing Practice 3 crs.
This course focuses on practice issues in areas of students' special interest (e.g., nursing of children, maternity nursing, school health, primary care nursing, self-care nursing).
Prerequisites: NURS 260, 265, 270, 361, 366 or permission of the instructor. Other prerequisites may be stipulated depending on course content.

NURS 469 Issues in Nursing 3 crs.
Designed to explore issues in contemporary nursing and health care, this course focus on the historical, economic, political, societal and technological aspects of selected issues. Resolutions to these issues will be addressed.
Prerequisites: NURS 260, 265, 270, 361, 366 or permission of the instructor

NURS 470 Psychosocial Adaptation to Illness 3 crs.
This course presents a knowledge base for understanding the efficacy of interventions with persons demonstrating dysfunctional psychosocial responses to actual or potential health problems. Interviewing and communication techniques are presented as an integral part of both assessment and intervention.
Prerequisites: NURS 260, 265, 270, 361, 366 or permission of the instructor

NURS 475 Mental Health: Nursing in the Life Cycle 3 crs.
Emphasis is on the study of selected theories of human behavior and the therapeutic use of self with individuals and groups. Learning experiences focus on facilitating positive change in the person via self-awareness, coping, growth and learning. Methods for elevating the quality of care for the individual and group are explored.
Prerequisites: NURS 260, 265, 270, 361, 366 or permission of the instructor

NURS 476 Care of the Gerontological Client 3 crs.
This course focuses on the aging process. Emphasis is placed on assisting the aging person to achieve maximal functioning during health and illness.
Prerequisites: permission of the instructor (open to non-nursing students)

NURS 480 Women's Health Care 3 crs.
This course focuses on holistic primary health care of women in present health care delivery systems. Women's health is studied from a developmental perspective. The focus is on common stressors/problems. The role of self-care in women's health care is explored. Organizing concepts are wellness, self-care, holistic care and developmental theories.
Prerequisite: permission of the instructor. (Open to non-nursing students).

NURS 485 Client Teaching Systems 3 crs.
Focuses on the application of in-depth health counseling techniques and instructional design in teaching individuals and groups of clients to manage health.
Prerequisites: NURS 260, 265, 270, 361, 366, 456 or permission of the instructor

ORGANIZATIONAL SCIENCES

ORGS 0569

ORGS 100 Introduction to Organizational Sciences 3 crs.
An examination of the sociological and psychological mechanisms that account for the independent structure and functioning of highly specialized and differentiated occupational groups and formal organizations.

ORGS 260 Elementary Statistics 3 crs.
This course is intended to provide a foundation in applied statistics for students ready to move into research courses and in need of these statistical tools.

ORGS 265 Communication in Organizations 3 crs.
A course in the fundamental principles of communicating in business and professional situations. Emphasis is placed on interviewing, group discussion and public speaking — including audience analysis, speech composition, delivery and effective use of audio-visual aids.

ORGS 360 Research Methods 3 crs.
Data collection, reduction, and analysis are covered for the major forms of research used in the behavioral and social sciences. Experimental analysis, control group designs, and survey research are given equal weight. Tests and measurements and computer applications are mentioned.
Prerequisite: Statistics

ORGS 365 Program Planning and Evaluation 3 crs.
The course examines how social research contributes to effective policy making and evaluation. Topics covered include conceptual, methodological, bureaucratic, political, and organizational factors hindering sound evaluation in addition to specific research techniques used in program evaluation.
Prerequisite: ORGS 360

ORGS 370 Work and Family Life 3 crs.
This course focuses on the changes in work, changing attitudes about the roles of men and women, changes in families, sources of stress, coping strategies and organizational responses and adaptations.

ORGS 496 Seminar in Organizational Sciences 1 cr.
The capstone course for students in organizational sciences. This course is designed to provide occupational direction to majors and assist them in developing occupational choices.
Prerequisite: Senior classification and permission of instructor.

PHILOSOPHY

PHIL 0233 and PHIL 0533

College of Arts & Sciences

PHIL 122 Introduction to Philosophy 3 crs.
Common Curriculum: Introductory
This course will introduce the student to philosophy through a consideration of selected fundamental questions and methodologies as seen in the thoughts and writings of significant philosophers.

PHIL 130 Aesthetics 3 crs.
Common Curriculum: Humanities/Arts Premodern
An inductive study of aesthetic experience, leading to an analysis of the concept of beauty in nature, art in general, and each of major arts. Reflections on aesthetic dimension of human existence, including influence on humans of natural beauty and relationship of art and truth, art and morality, art and religion.
Prerequisite: PHIL 122

PHIL 134 Medical Ethics 3 crs.
Common Curriculum: Humanities/Arts Modern
This is an intermediate course in Philosophy which focuses on the structures and nature of human consciousness. It will serve as an introduction to contemporary discussion and issues associated with the philosophy of mind. Criteria for determining the nature and structure of consciousness will be developed through models employed in computers by artificial intelligence programs. No computer experience is required for this course.
Prerequisite: PHIL 122

PHIL 135 Philosophy Of Right 3 crs.
Common Curriculum: Humanities/Arts Modern
A philosophical expose of the life, struggles, death and ultimate transformation of the concept of "right." The central issue of the course: Is the violation of a human right a crime against nature?
Prerequisite: PHIL 122

PHIL 138 Scientific Reasoning 3 crs.
Common Curriculum: Humanities/Arts Modern
This course covers the logical skills and philosophical issues pertinent to understanding and evaluating scientific reasoning. Topics will include the role of induction and deduction in science, theoretical models, experimental testing, decision strategies, causal and statistical reasoning. Classes will analyze actual scientific reports.
Prerequisite: PHIL 122

PHIL 140 European World-Views 3 crs.
Common Curriculum: Humanities/Arts Modern
This course attempts to clarify the philosophical framework underlying contemporary thought, expression and science in contrast to the framework of the modern period of philosophy (17th-18th centuries) by investigating 4 or 5 of the following contemporary European philosophers: Kierkegaard, Nietzsche, Marcel, Heidegger, Merleau-Ponty, Sartre.
Prerequisites: PHIL 122.

PHIL 141 Philosophial Perpective on Woman 3 crs.
Common Curriculum: Humanities/Arts Modern
A consideration from a philosophical perspective of a number of women's issues—her work, biology, power, place in society, etc. An examination of various philosophical frameworks which have served as the bases of recent feminist critiques. Readings from Comte, Spencer, Marx, Engels, Sartre, Beavoir, Daly, Firestone, et al.
Prerequisite: PHIL 122

PHIL 144 Philosophy of Law 3 crs.
Common Curriculum: Humanities/Arts Modern
This course examines ethical principles as they bear on disputed legal issues such as capital punishment, equal protection, school integration, affirmative action, welfare/taxation/economic justice.
Prerequisite: PHIL 122

PHIL 150 Relativism 3 crs.
Common Curriculum: Humanities/Arts Modern
This course introduces the student to the nature of both moral and cognitive relativism. We will analyze the cultural factors motivating relativism, the arguments for or against various relativist positions and their implications for human knowledge and values in readings from the Greek Sophists to contemporary philosophy of science.
Prerequisite: PHIL 122

PHIL 152 Making Moral Decisions 3 crs.
Common Curriculum: Humanities/Arts Modern
An account of the nature of morality as social institution and philosophical interpretations of it, e.g., varieties of utilitarianism, deontology, and natual law applied to contemporary moral problems.
Prerequisite: PHIL 122

PHIL 154 Postmodernism and Feminism 3 crs.
Common Curriculum: Humanities/Arts Premodern
Masculinity and femininity are no longer accepted as fixed positions within ontologies mapped out by man's objectifying look. Postmodernist deconstruction of traditional engendered representations discloses the exchangeability of genders and thus works toward a liberation of the "engendered subject" in the multitudinous affinities between beings. Prerequistities: PHIL 122 and COMP 122.

PHIL 158 Philosophical Anthropology 3 crs.
Common Curriculum: Humanities/Arts Premodern
The problematic of human nature is explored in the light of ancient philosophical thought and the contemporary forms of Nihilism, Bio-Technology, and Terrorism. The course will demonstrate that an informed view on these urgent matters requires a philosophically clarified position on the question of human nature.
Prerequisite: PHIL 122

PHIL 160 Worldviews and Ethics 3 crs.
Common Curriculum: Humanities/Arts Premodern
Our morality cannot be divorced from our understanding of reality. This course will explore how our view of reality affects our moral judgements by examining the worldviews and moralities of both the ancient Greeks and subsequent Christian philosophers. Readings will be taken from Homer, Plato, Aristotle, Augustine, and Aquinas.
Prerequisite: PHIL 122

PHIL 162 Classics in Moral Literature 3 crs.
Common Curriculum: Humanities/Arts Premodern
Study of classics that reflect the gradual transformation of moral consciousness in antiquity, including readings from Plato and Aristotle. The implications of ancient moral thought and its abandonment by modernity will be examined in two classics of modern moral literature, one from Kant and the other from Nietzsche.
Prerequisite: PHIL 122

PHIL 164 Scientific Revolutions 3 crs.
Common Curriculum: Humanities/Arts Modern
This course will focus on the reasoning and values used by scientists in those major shifts in scientific beliefs known as scientific revolutions. Using Thomas Kuhn's paradigm model of science, we will attempt to assess its implications for rationality, reality, progress in science, the conceptual frameworks of science and human culture.
Prerequisite: PHIL 122

PHIL 168 Themes in American Philosophy 3 crs.
Common Curriculum: Humanities/Arts Modern
This course will examine, compare, and contrast the basic positions of the major classical American philosophers (Pierce, James, Dewey, Royce, Santayana, Whitehead, Mead, and Lewis). These positions encompass the nature of humans, their relation to the universe in which they live, and the foundations of the moral values which guide their activities.
Prerequisite: PHIL 122

PHIL 170 Philosophy of Knowledge 3 crs.
Common Curriculum: Humanities/Arts Modern
Philosophical examination of origin and nature of human knowledge, with a focus on diversity of philosophical perspectives which have been brought to such an examination. Course will discuss problems arising within and insights offered by each perspective and interrelationships among various perspectives.
Prerequisite: PHIL 122

PHIL 173 Auschwitz and After 3 crs.
Common Curriculum: Humanities/Arts Modern
The Nazis' systematic and legal process of mass annihilation has become a legacy for every technology-oriented mass society. The major question which every responsible citizen must address is whether the tendency to transcend the human dimension is being allowed to operate in our cultural, social, and political life.
Prerequisite: PHIL 122

PHIL 177 Minds and Machines 3 crs.
Common Curriculum: Humanities/Arts Modern
This is an intermediate course in Philosophy which focuses on the structures and nature of human consciousness. It will serve as an introduction to contemporary discussion and issues associated with the philosophy of mind. Criteria for determining the nature and structure of consciousness will be developed through models employed in computers by artificial intelligence programs. No computer experience is required for this course.
Prerequisite: PHIL 122

PHIL 178 Philosophy of God 3 crs.
Common Curriculum: Humanities/Arts Modern
This course will treat the existence and the nature of God according to the philosophies of Kant, Anselm, Aquinas, and Whitehead. Among the topics of discussion will be: atheism, agnosticism, theism, and the process philosophy.
Prerequisite: PHIL 122

PHIL 180 Freedom and Oppression 3 crs.
Common Curriculum: Humanities/Arts Modern
The conceptual relationship of freedom and oppression, how the philosophical limits of the former determine our understanding of the latter and hence, our ability to resolve the problems of oppression. Readings in Marx, Skinner and Camus will disclose the three major conceptions of freedom presupposed in actions and concerns of modern man.
Prerequisite: PHIL 122

PHIL 182 World Views in Transition 3 crs.
Common Curriculum: Humanities/Arts Modern
Course examines intellectual and cultural developments which gave rise to "modern" world-view and how it has shaped American thought through the centuries. Course then explores gradual shift in America from a "modern to a contemporary" world-view, showing that American thought exists within a period of world-views in transition.
Prerequisite: PHIL 122

PHIL 184 Philosophical Themes in Literature 3 crs.
Common Curriculum: Humanities/Arts Modern
The examination of literary works in terms of major problems that affected the contemporary person. The course will center on the problem of choice in an age of nihilism, the attempt to find a ground for faith in a skeptical period, and an adequate definition of the nature of man in the face of scientism.
Prerequisite: PHIL 122

PHIL 186 Religious Experience and Philosophy 3 crs.
Common Curriculum: Humanities/Arts Premodern
Accounts of religious experience unfold their fundamental meaning and structures in relation to those of human experience. Students will come to understand explicitly nature, limits and implications of religious experience. Special attention to relation between religious and aesthetic experience — and their foundation in existence.
Prerequisite: PHIL 122

PHIL 188 Science Fiction: Anatomy/Wonder 3 crs.
Common Curriculum: Humanities/Arts Modern
Science Fiction provides a rich medium for aesthetic experience; wonder and awe that occur when one encounters the familiar in unexpected guise. It also invites one to extend creative possibilities opened up by modern speculative science — a wealthy medium for aesthetic concerns of psychological and philosophical kind. (Also listed as PSYC 136)
Prerequisite: PHIL 122

PHIL 196 Models of Knowledge 3 crs.
Common Curriculum: Humanities/Arts Modern
Study of significant changes that have developed in understanding nature of knowledge from ancient times to present, focusing on four models of knowledge in philosophies of Plato, Descartes, Dewey, and C. I. Lewis. Broad cultural, social, and scientific backdrops lead to acceptance or rejection of each model.
Prerequisite: PHIL 122

PHIL 198 Ethics of Sex/Marriage 3 crs.
Common Curriculum: Humanities/Arts Modern
Examination of ethical issues of gender (woman's nature/man's nature/normative implications); sex (interpretations of sex and norms for sexual conduct); marriage (traditional monogamy vs. alternatives); family (right/duty to procreate); obligations of parents; population control, abortion, infanticide, reproductive technologies.
Prerequisite: PHIL 122

PHIL 201 Practical Logic 3 crs.
This course will introduce the student to the application of practical logical techniques in the analysis and formulation of rational arguments. Topics will include how to find premises and conclusions in an argument, definitions, informal fallacies, syllogisms, Venn diagrams, induction, Mill's Methods, etc.

PHIL 206 Introduction to Symbolic Logic 3 crs.
An introduction to the techniques of symbolic logic in argument analysis and to the science of logic as the analysis of formal deductive systems.

PHIL 210 Metaphysics 3 crs.
An historical and theoretical examination of the question, "What does it mean to be," or "What is reality, as distinct from mere appearance?" The course begins with a study of ancient philosophical explanations of reality, and goes on to study the historical evolution of both the problem of metaphysics and its various resolutions.

PHIL 215 Ethics 3 crs.
An examination of ethical theories especially utilitarian and deontological theories and their application to disputed moral problems. A central issue of the course is the validity of ethical judgments and ethical theories.

PHIL 220 Epistemology 3 crs.
Historical and problematic approach to the problems of knowledge, with emphasis on various individual responses to key issues, such as, perception, truth, meaning, universals, induction, a prior knowledge, etc.

PHIL 233 Honors Philosophy I: Ethics 3 crs.
Common Curriculum: University Honors Program
Questions in ethics. The student will be introduced to philosophical inquiry through an investigation of basic ethical questions. The course will include some reading of primary texts and the examination of some contemporary ethical problems.

PHIL 234 Honors Philosophy II: Metaphysics 3 crs.
Common Curriculum: University Honors Program
Questions in metaphysics: This course will include an historical and theoretical examination of such questions as "What does it mean to be?" and "What is reality, as distinct from mere appearance?"

PHIL 235 Honors Philosophy III: Knowledge 3 crs.
Common Curriculum: University Honors Program
Questions in the theory of knowledge: This course will involve an intensive examination of basic issues concerning the foundations and justification of human knowledge, with a focus on such topics as perception, truth and meaning.

PHIL 236 Honors Philosophy IV: Major Philosophers 3 crs.
Common Curriculum: University Honors Program
The course will investigate the philosophy of major philosophers primarily through the careful analysis of some of the original writings.

PHIL 300 Philosophy of Science 3 crs.
Introduction to basic themes of recent philosophy of science including scientific methodology, concepts, and presuppositions. Through an examination of different models of scientific explanation, course will expose student to problems of inductive reasoning, status of observations, laws, theories, theoretical entities, scientific revolutions.

PHIL 310 Philosophy of Art 3 crs.
An inductive study of aesthetic experience, leading to an analysis of the concept of beauty in nature, art in general, and each of the major arts. Reflections on art and life.

PHIL 315 Philosophy of History 3 crs.
A consideration of the problems of knowledge in history, including the problems of the nature of history, historical truth, explanation, and objectivity. Also a consideration of some of the principal general theories of historical development.

PHIL 320 Social and Political Philosophy 3 crs.
An inquiry into the origin, nature, and necessity of political order. The relation of the individual to the social and political whole, the origin, nature, and just use of political authority, the nature of rights and duty, the problem of freedom, and the philosophical prerequisites of a just social order will be treated.

PHIL 340 Being and God 3 crs.
A philosophical reflection on the questions of the existence of God, his nature and his relationship to the world in the light of the metaphysics of being. Includes readings pro and con on important positions with discussion.

PHIL 345 History of Philosophy I 3 crs.
A survey of the history of ancient and medieval philosophy in the West.

PHIL 346 History of Philosophy II 3 crs.
A survey of the history of modern and contemporary Western philosophy.

PHIL 350 Philosophy of Person 3 crs.
The four questions of freedom and determanism, individuality and sociality, mind-body unity, and immortality are considered from the perspectives of naturalism, existentialism, substance, and process. Each student writes tentative position papers on these questions with a personal overall philosophical perspective.

PHIL 400 History of Ancient Philosophy 3 crs.
The Pre-Socratics, Plato, Aristotle, the Epicurians, Sceptics, Stoics, Plotinus and early Christian thought.

PHIL 405 Survey of Medieval Philosophy 3 crs.
Historical study of the main ideas of the medieval period from St. Augustine to the Renaissance.

PHIL 410 History of Modern European Philosophy 3 crs.
Readings from works of Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, and Kant.

PHIL 416 History of 19th Century Philosophy 3 crs.
A survey of the major traditions in post-Kantian philosophy ending with Nietzsche. The course will explore the inter-relations between different themes in 19th century thought and how they laid foundation for 20th century philosophy.

PHIL 430 American Philosophy 3 crs.
A study of the philosophies of Peirce, James, Dewey, Royce, Santayana, Mead, Lewis, and Whitehead, with emphasis on the emergence of classical American philosophy as a response to philosophic, social, and scientific developments.

PHIL 435 Existentialism 3 crs.
Treatment of the characteristic existentialistic themes as exemplified in the writings of Kierkegard, Nietzsche, Heideggar, Jaspers, Marcel, and Sartre.

PHIL 440 Phenomenology 3 crs.
This course treats the problems which gave rise to contemporary phenomenology and some of the main figures: Husserl, Scheler, Heidegger, Merleau-Ponty, Sartre, and Ricoeur.

PHIL 450 American Pragmatism 3 crs.
A study of Peirce, James, Dewey, Mead, and Lewis with emphasis on philosophical, social, scientific, and mathematical developments influential in the growth of pragmatism, its structure as a system, and the individual differences within this common general system.

PHIL 455 Marx and Technology 3 crs.
An examination of Marx's theory in the light of contemporary technology and an evaluation of technology in terms of Marxian theory.

PHIL 465 Intro to Analytic Philosophy 3 crs.
A study of the rise of contemporary anglo-american analytic philosophy as practiced through the methods of logical and linguistic analysis.

PHIL 493 Seminar: Major Author 3 crs.
An in-depth analysis of the thought of a major philosopher. Content varies.
Prerequisite: Permission of instructor.

PHIL 495 Special Project arr.
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of research.

PHIL 496 Seminar/Workshop arr.
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

PHIL 498 Position Paper Seminar 3 crs.
Every week each seminar member writes a two-page paper expressing his/her tentative position on a major question from the philosophy of person, knowledge, conduct, and God. The papers are discussed with other seminar members and the director, then unified in a final synthesis paper on which the student is examined orally by three philosophy teachers.

PHIL 499 Independent Study arr.

City College

PHIL 122 Introduction to Philosophy 3 crs.
This course will introduce the student to philosophy through a consideration of selected fundamental questions and methodologies as seen in the thoughts and writings of significant philosophers.

PHIL 205 Introduction to Logic 3 crs.
An introduction to the structure of arguments, critical thinking in general, and philosophical argument in particular; including a study of propositional calculus and Aristotelian logic.

PHIL 261 Moral Decisions 3 crs.
An examination of such questions as: What is good and what is evil? Which actions are right and which actions are wrong? Are people morally responsible? Contemporary moral issues such as abortion, capital punishment, sexual equality, discrimination, sexual integrity, pornography, economic injustice, and ecological responsibility are treated in the light of major ethical theories.

PHIL 269 Bioethics 3 crs.
A study of the ways in which the principles of moral decision-making can be applied to such moral issues as abortion, euthanasia, defective newborns, death, dying, experimentation on humans and animals, placebos, genetic engineering, behavior modification, cloning, interpretations of health and disease, and the allocation of social resources.

PHIL 275 Organizational Ethics 3 crs.
An ethical analysis of the major theories of organization. This course includes a survey of those ethical theories and moral principles which can be applied to theories of scientific management, human relations, and participatory democracy. These principles include: justice, rights, equality, impartiality, universality, utility, and self-realization.

PHIL 360 Philosophy of Technology 3 crs.
An investigation of the nature of technology and its significance in relation to nature and human nature. Major theories of technology from the ancient Greeks to the present are examined, and various views of technology as a liberating force, as a threat to humanity, and as a neutral instrument are assessed.

PHIL 362 Philosophy of Nature 3 crs.
An examination of views of nature from archaic to modern societies. The impact of historical phenomena like the scientific and industrial revolutions is investigated, and the place of humanity and human culture is discussed.

PHIL 363 Philosophy of Human Nature 3 crs.
An examination of some of the philosophical questions about the nature of human beings. Questions about human freedom, the self, human potential and self-realization, and the relationships of the self to others, to the world, and to God are discussed.

PHIL 367 Political Ideologies 3 crs.
An investigation into the nature and theoretical foundations of such modern political ideologies as conservatism, classical and contemporary liberalism, fascism, Marxism, and anarchism, their positions on issues as freedom, community, equality, power, authority, technological development, and social order are critically analyzed.

PHIL 463 Eastern Philosophy 3 crs.
A survey of major philosophical traditions of Asia. These include Vedanta, Taoism, Confucianism, Buddhism and Zen. Such figures as Sankara, Ramanuja, Madhva, Lao-Tzu, Chuang-Tzu, Confucius, Mencius, Gotama, Suzuki, Radhakrishnan and Aurobindo are studied.

PHYSICS

PHYS 0234

College of Arts & Sciences

PHYS 110 Basic Physics I 5 crs.
Introductory course in physics intended for students whose majors are chemistry, math, physics or preengineering. Three lectures, one lab and one review per week.
Prerequisite: MATH 257 or coregistration in MATH 257.

PHYS 111 Basic Physics II 5 crs.
Same description as PHYS 110.
Prerequisite: PHYS 110, MATH 258 or coregistration in MATH 258.

PHYS 115 General Physics I 4 crs.
The principles of mechanics, heat, sound, light, magnetism, electricity and fundamentals of atomic physics. In presenting these topics the special interest of the biological sciences and the general education groups are kept in view. Three lectures and one lab per week.
Prerequisite: MATH 257 or coregistration in MATH 257.

PHYS 116 General Physics II 4 crs.
Same description as PHYS 115.
Prerequisite: PHYS 115.

PHYS 117 Mathematical Physics I 3 crs.
First year introduction to the techniques of mathematical physics involving real and complex vectors, matrices, and the algebra of linear operators as applied to actual problems in the areas of classical, relativistic and quantum physics. (With Departmental approval, equivalent Mathematical Sciences courses may be substituted.)
Prerequisites: PHYS 110 and MATH 257.

PHYS 119 Lab Techniques 1 cr.
The course introduces the student to special techniques and skills needed in experimental work in physics and engineering. Areas usually covered include: Machine Shop techniques: Use of lathe, drill press, mill, and basic hand tools; Elementary Glass Blowing techniques: joining tubing, bending tubing, use of glass lathe: Computer skills: Elementary programming. Course meets once a week for one semester.

PHYS 122 Introduction to Physics 3 crs.
Common Curriculum: Introductory
Purposes of the course are (1) to familiarize the student with the behavior of physical reality, (2) to consider the manner in which scientists across the ages have philosophized on physical reality, (3) to contrast classical physics with modern physics, and (4) to foster within the students a scientific literacy.

PHYS 123 Introduction to Physics Laboratory 1 cr.
Common Curriculum: Introductory
For Education students.

PHYS 132 Origins: Science vs. Myth 3 crs.
Common Curriculum: Natural Sciences Modern
Using scientific principles of geology and biology, this course examines paleogeography and life throughout geologic time. Comparing scientific, mythological and creationist arguments will enable students to distinguish symbolic and scientific models of origin. Impact of this debate on society will be considered.

PHYS 134 Astronomy 3 crs.
Common Curriculum: Natural Sciences Modern
The purpose of this course is to place the participant in one of the cultural mainstreams of mankind's past, present and future by making available the rich mines of historical and practical astronomy, as well as modern space age discoveries and theories, in a comprehensive and comprehensible form.

PHYS 136 Modern Physics Ideas 3 crs.
Common Curriculum: Natural Sciences Modern
Foundations of two major theories of contemporary physics: relativity and quantum theory. Approach will be conceptual with no physics background assumed. Aim will be to introduce student to frame of reference in terms of which we must view the universe in very large, cosmological, and in very small, subatomic scales.

PHYS 195 Special Projects I 1 cr.
Introduces the student to special techniques and skills needed in experimental work in physics and engineering. Areas usually covered include: machine shop techniques; use of lathe, drill press, mill, and basic hand tools: elementary glass blowing techniques: joining tubing, use of glass lathe; computer skills: elementary programming.

PHYS 200 Seminar I 0,1 cr.
Regular meetings, obligatory for all physics students. Topics covered in these meetings include: reports by students on individual projects, digest of published scientific literature, demonstrations of special equipment and techniques, reports on departmental activities.

PHYS 220 Electromagnetic Theory I 3 crs.
A detailed development and application of the laws of electromagnetism and an introduction to vector calculus. Applications of Maxwell's equations are covered including plane waves, reflection and refraction and radiation.
Prerequisites: PHYS 110-111; MATH 257, 258, 259

PHYS 225 Electromagnetic Theory II 3 crs.
Same description as PHYS 220.

PHYS 228 Quantum Topics 3 crs.
An introduction to the basic physical theories governing the atomic, nuclear and subnuclear domains, with emphasis on the computational solution of problems suitable to the second year level.

PHYS 230 Introduction to Electronics I 3 crs.
A two semester lecture-laboratory course treating circuit theory and the properties of electronic tube and solid state devices. Two lectures and one lab per week.
Prerequisites: PHYS 110-111; MATH 118 OR 257

PHYS 231 Introduction to Electronics II 3 crs.
Same description as PHYS 230.
Prerequisite: PHYS 111

PHYS 295 Special Projects II arr.

PHYS 300 Theoretical Physics I 3 crs.
A unified lecture course covering the theoretical aspects of classical and modern physics. Topics especially emphasized include classical mechanics and special relativity. Mechanics.
Prerequisites: PHYS 110-111, MATH 259 and coregistration in PHYS 335.

PHYS 301 Theoretical Physics II 3 crs.
Same description as PHYS 300.
Prerequisite: PHYS 300

PHYS 330 Advanced Electronics 3 crs.
Topics and experiments covering the theory, design, and evaluation of selected circuits and systems with special emphasis on solid state circuitry. Two lectures and one lab per week.
Prerequisite: PHYS 230-231

PHYS 335 Mathematical Physics II 3 crs.
Third year course designed to give the student a full mastery of the techniques of mathematical physics relating to linear and nonlinear differential equations and related areas with special emphasis on the equations of classical mechanics, the Schroedinger equation and the Dirac equation. (With Departmental approval, equivalent Mathematical Sciences courses may be substituted.)

PHYS 395 Special Projects III arr.

PHYS 400 Theoretical Physics III 3 crs.
A continuation of the theoretical physics sequences, stressing electromagnetic field theory, quantum mechanics and relativity.
Prerequisite: PHYS 300-301

PHYS 401 Theoretical Physics IV 3 crs.
Same description as PHYS 400.
Prerequisite: PHYS 300-301

PHYS 410 Thermal Physics 3 crs.
An intermediate level single semester course starting with discussion and applications of the first and second laws of thermodynamics. An introduction to statistical mechanics is presented with applications of Boltzman, Fermi-Dirac, and Bose-Einstein distributions.
Prerequisite: PHYS 228, PHYS 400

PHYS 420 Solid State Physics 3 crs.
An advanced level, single semester course stressing theory of solid state physics including statistics, classical and quantum, energy levels, metals, semiconductors, electrical and magnetic effects in solids. Prerequisite: Instructor's approval.

PHYS 440 Advanced Physics Lab I 2 crs.
An advanced lab with minimum supervision with the objectives of training students to be self reliant and resourceful in planning and performing experiments not ordinarily performed at the elementary level in mechanics, optics, thermodynamics, acoustics, atomic physics, solid state physics, spectrosopy, and electronics. Two labs per week.

PHYS 441 Advanced Physics Lab II 2 crs.
Same description as PHYS 440.

PHYS 442 Advanced Physics Lab III 2 crs.
Same description as PHYS 440.

PHYS 495 Special Projects IV arr.
Prerequisite: PHYS 395

PHYS 496 Seminar/Workshop arr.
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

PHYS 497 Internship/Practicum arr.
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

PHYS 498 Research Project arr.
Focuses on empirical or historical investigation, culminating in a written report.

PHYS 499 Independent Study arr.

POLITICAL SCIENCE

POLS 0235 and 0535

College of Arts & Sciences

POLS 100 Introduction to American Government 3 crs.
Structure, development, powers, and limits of the federal government.

POLS 134 Politics and Corruption 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
Issues of morality and corruption in American political life. Basic questions are: What moral standards guide—and should guide—the politician? What can be done to make the system work better? How widespread is corruption in America and what forms does it take?

POLS 146 Politics and Society 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
The course is designed to introduce the student to the tools available for understanding and making decisions about both current and recurring political problems in modern society: Who should govern, who does govern, what is just government, are all citizens equal, must the individual or society prevail, what are rights, what is law.

POLS 149 Ancient and Medieval Political Thought 3 crs.
Common Curriculum: Behavioral/Social Sciences Pre-Modern
This course examines the development of political thought from the Ancient Hebrews to the end of the Middle Ages, with special emphasis on Plato, Aristotle, St. Augustine and St. Thomas Aquinas. Cultural and itellectual history as well as traditional philosophy are utilized to place these thinkers (and others) in their social, historical and political contexts.

POLS 152 The Bill of Rights 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
This course examines the nature and scope of civil liberties in America by focusing on the U.S. Constitution's chief source of fundamental liberties: the Bill of Rights. Major topics of discussion include: origins and antecedents; the incorporation debate; Supreme Court interpretations (and limitations) of fundamental freedoms.

POLS 164 The Politics of Music 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
This course will examine the way in which the prevailing power structures of the Western World have used "classical" music as a means of furthering their own non-musical ends. It will focus on music as used by church, state, and society and social order, then turn to the status of musicians in relation to these powers.
Prerequisite: MUGN 168, Music Lit I & II, or permission of instructor.
Cross-listed: MUGN 164

POLS 200 European and Comparative Government I 3 crs.
Comparative political theory and exploration of cross national categories for political analysis. Great Britain: origin of British constitution; the Crown, Parliament, etc. France: heritage of the revolution and subsequent political structures; emphasis on politics of fifth republic. British-French systems compared.

POLS 201 European and Comparative Government II 3 crs.
Germany: 1871-present. Soviet Union: Background to the 1917 Communist Revolution; Lenin, Stalin, and the Soviet government today. Introduction to Chinese politics.

POLS 210 Introduction to Administrative Process 3 crs.
Nature and role of public administration in contemporary America. Emphasis on values and political influences which shape modern administration.

POLS 211 The American Presidency 3 crs.
Examination of American presidency in American government and politics. Emphasis on interaction between chief executive and other main national policy-makers, congress and supreme court. Nature of presidential leadership, its development, and influence of personality on growth of the office receive special attention.

POLS 212 The Legislative Process 3 crs.
National, state, and local legislatures as lawmaking and political bodies with emphasis on the U.S. Congress. The legislative process including procedures, performance, and the role of the executive and parties and interest groups.

POLS 213 American Political Thought 3 crs.
A roughly chronological survey of basic themes in American political thought, beginning with the 17th century European origins of American political thought and extending to modern attempts to strike a balance between individual rights and social needs.

POLS 215 Introduction to State and Local Politics 3 crs.
Role of the states and localities in the American federal system. Emphasis on political cultures and styles, policy-making institutions and the changes reshaping their place in American government.

POLS 220 The Urban Process 3 crs.
An examination of the nature of the modern city, with special attention to forces shaping the city, including the social, political, economic, ecological, and value systems which underlie the dynamics of urban life and culture. Attention will also be given to the various forms which cities have taken in the past and may take in the future. (Also listed as SOCI 245.)

POLS 221 Third World Politics 3 crs.
An introduction to theories of development. An analysis of problems of development and the types of political structures most (and least) suitable for coping with modernization strains in specific countries in Latin America, Asia and Africa.

POLS 230 History of Political Thought I 3 crs.
Approaches the development of Political Thought from a "traditional" view, employing cultural and intellectual history and traditional philosophy to review the social, historical, and political contexts of thinkers such as Plato, Aristotle, Augustine, Aquinas, Machiavelli and others.

POLS 231 History of Political Thought II 3 crs.
Utilizes the same approach of POLS 230, but covers the period from 1500 to the present. Includes considerable discussion of Hobbes, Locke, Rousseau, Bentham, Mill, Hegel and Marx.

POLS 240 Socialist Systems in Transition 3 crs.
This course covers a range of socialist and communist ideologies and practices encompassing the Soviet model and national communisms in countries as diverse as Cuba and China. Recent decades of communist liberalization and the 1989 "revolutions" are examined and present political and economic changes explored.

POLS 300 Constitutional Law I 3 crs.
Origins of constitutionalism and the framing of the American Constitution; nature and scope of judicial review; sources and nature of legislative and executive power; the commerce power and state power to regulate; introduction to 14th Amendment "due process."

POLS 301 Constitutional Law II 3 crs.
Individual rights and liberties, with emphasis on post-1937 developments in areas of First Amendment and 14th Amendment equal protection."

POLS 305 Political Parties and Pressure Groups 3 crs.
Party system, theory and practice on national, state, local level. Nominations, conventions, etc. Major pressure groups. Methods used to mobilize public opinion. Influence of pressure groups on government.

POLS 306 Political Leadership 3 crs.
The nature and role of leadership in modern politics. Approaches to understanding leadership, with emphasis on leaders as agents of value change.

POLS 315 International Relations 3 crs.
Comprehensive, systematic study of fundamental principles that govern international politics.

POLS 320 US Foreign Policy 3 crs.
Post WW II U.S. behavior in international arena. Emphasis divided between U.S. actions and reactions on world-wide scale. Discussion of current events weekly.

POLS 325 Foreign Policy of USSR 3 crs.
Soviet foreign policy since the revolution is presented and evaluated. Emphasis given to Sino-Soviet relations. Discussions of current events weekly.

POLS 341 International Organization 3 crs.
This course examines the historical origins and theories of international organizations and the patterns of communitarian behavior in the international system. Concentration will be on the United Nations, European Community and N.A.T.O.

POLS 343 Fundamentals Of Research 4 crs.
The philosophy, assumptions, and approaches of modern political science and research into political phenomena. The validity and meaning of research findings and strategies are compared with special attention to the kind of data each requires and the level of generalization each satisfies. Prerequisite: 9 hrs of political science.

POLS 344 Scope and Methods in Political Science 3 crs.
An introduction to the methods of political analysis and criticism. The course analyzes language, the media, the foundations of political argument, the science of politics, and the methodology of social science.

POLS 346 Polling and Voting Behavior 3 crs.
An examination of the psychological, cultural, and social bases of political behavior, including the study of attitude formation, group affiliation, collective behavior, and the role of values in political behavior.

POLS 347 Political Economy 3 crs.
An introduction to the study of political economy. Focuses on the development of the discipline from the 18th Century to the present, and engages the student in the debates surrounding some of the most important texts in political economy. The student will read Locke, Smith, Marx and others who have influenced political-economic arguments in the modern west.

POLS 415 Seminar in American Politics 3 crs.

POLS 420 Seminar: Political Power 3 crs.

POLS 425 Seminar in Comparative Politics 3 crs.

POLS 495 Special Project arr.
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

POLS 497 Internship/Practicum arr.
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

POLS 499 Independent Study arr.

City College

POLS 100 Introduction to American Government 3 crs.
A study of the structure, development, powers and limits of the federal government.

POLS 110 Introduction to Political Analysis 3 crs.
This course studies the methods of evaluating political institutions and investigates the political socialization process. It prepares the student for further studies in political science.

POLS 210 Introduction to Administrative Process 3 crs.
A study of the nature and role of public administration in contemporary America. Emphasis is placed on values and political influences which shape modern administration.

POLS 215 Introduction to State and Local Government 3 crs.
A study of the role of the states and localities in the American federal system. Emphasis is placed on political cultures and styles, policy-making institutions and the changes reshaping their place in American government.

POLS 360 Politics and Community 3 crs.
This course investigates the political dimensions of American communities and considers how they should be organized, maintained and changed. It asks how American communities can be both well-ordered and just.

POLS 370 Political Economy 3 crs.
This course measures the impact of laws at all levels of government on the economy at local, national and global levels. It can be divided into two parts: a working knowledge of the economy and of those political policies that are relevant to it.

POLS 375 International Relations 3 crs.
This course looks at the causes of competition between nation-states. It focuses on economic competition and war.

POLS 380 Politics of Poverty 3 crs.
This course looks at the causes of poverty and arguments for and against federal assistance programs. It focuses on conditions in the inner city and asks why poverty is difficult to alleviate.

POLS 489 Politics and Culture in Film 3 crs.
This course studies the connections between politics and culture. It focuses on film as a medium of political and cultural socialization. Content varies; may be repeated once for credit.

PORTUGUESE

PORT 0230

PORT 100 First Year Portuguese I 3 crs.
The fundamentals of the language. Primary emphasis on structure, morphology, and vocabulary. Language laboratory work is recommended, but is voluntary. Outside readings.

PORT 101 First Year Portuguese II 3 crs.
Same description as PORT 100.
Prerequisite: PORT 100 or its equivalent.

PORT 499 Independent Study arr.

PSYCHOLOGY

PSYC 0236 and PSYC 0536

College of Arts & Sciences

PSYC 100 Introduction to Psychology 3 crs.
Survey of the major fields of psychology. Prerequisite for all other psychology courses.

PSYC 110 History of Psychology 3 crs.
Study of significant individuals and concepts in the emergence of psychology as an independent discipline and a contemporary science.
Prerequisite: PSYC 100

PSYC 130 Models of Human Behavior 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
This course provides a multidisciplinary survey of 10 theorists: Freud, Skinner, Rogers, Lorenz, Marx, Sartre, Plato, Augustine, Aristotle, and Aquinas. Human behavior is considered as a function of human nature, which in turn reflects varying perspectives on reality, truth and values. Course requirements emphasize primary reading sources and position papers that critique each theorist.

PSYC 134 Horror: Fiction and Film 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
Vampires, werewolves, things that go bump in the night — these are the easy to understand basics of horror. Not so easy, is our response to horror. We will use fiction and film to build a framework for understanding psycho-aesthetic responses to horror and to look at possible applications to every day life.

PSYC 136 Science Fiction: Anatomy/Wonder 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
Science fiction provides a rich medium for aesthetic experience; wonder and awe that occur when one encounters the familiar in unexpected guise. It also invites one to extend creative possibilities opened up by modern speculative science — a wealthy medium for aesthetic concerns of psychological and philosophical kind. (Also listed as PHIL 188)

PSYC 148 Fantasy: Hills of Faraway 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
Erroneously called children's stories, works of fantasy pose a psychological challenge beginning with their assumption of an active, numerous force intervening in the affairs of man and extending to implications for modern technological life. Child-like but not childish, implications for modern life are drawn.
Prerequisites: RELS 122, ENGL 122.

PSYC 200 Introduction to Research 3 crs.
Application of scientific methods to psychology with emphasis on designing research and on report writing.
Prerequisite: PSYC 100

PSYC 205 Statistics and Methods 3 crs.
Focus on descriptive and inferential statistics. This course stresses the analysis and interpretation of data, frequency distribution analysis, tests of significance, correlational methods, analysis of variance, and selected non-parametric tests.
Prerequisite: MATH 115

PSYC 225 Environmental Psychology 3 crs.
An introduction to and survey of the field of environmental psychology. The focus is on the behavioral effects of the settings where we live and work, the environmental demands of crowding and noise, and the spatial dimension in our relationships with one another.
Prerequisite: PSYC 100

PSYC 241 Psychology of Personal Adjustment 3 crs.
"Good" personal adjustment is defined as the effective solution of individual problems and the creation of a viable system of personal values. The constraints and conditions effecting these behaviors are examined. May not be counted in fulfilling psychology degree requirements.

PSYC 300 Introduction to Survey Research 3 crs.
An introduction to the types of human-subject research encountered in field work. Covers general principles of survey research, survey design, and data analysis.
Prerequisites: PSYC 100, 200 and 205 or equivalent.

PSYC 305 Experimental Design/ Statistics 3 crs.
An advanced treatment of experimental designs and statistical applications of computer facilities and work with data problem sets from a variety of actual research projects.
Prerequisites: PSYC 100, 200 and 205

PSYC 310 Systems of Psychology 3 crs.
Basic information about systematic and theoretical positions within the broader field of psychology.
Prerequisites: PSYC 100, 110 and 200

PSYC 315 Physiological Psychology 3 crs.
Investigation of the biological basis of human behavior. Emphasis on principles of physiology and the relevant areas of psychological functioning effected by physiology.
Prerequisites: PSYC 100, 200 and 205.

PSYC 316 Physiological Psychology Laboratory 1 cr.
Structured laboratory experiences which approximately parallel the course content of PSYC 315. Optional lab to accompany PSYC 315.
Corequisite: PSYC 315.

PSYC 320 Psychology of Learning 3 crs.
Examination of contemporary theories and problems of learning.
Prerequisites: PSYC 100, 110, 200 and 205.
Corequisite: PSYC 321

PSYC 321 Animal Operant Lab 1 cr.
Structured laboratory experiences in the operant conditioning of the laboratory rat. Obligatory lab to accompany PSYC 320.
Corequisite: PSYC 320.

PSYC 322 Cognition 3 crs.
The purpose of this course is to familiarize the student with the cognitive processes underlying human behavior, their experimental origins, and their theoretical significance.
Prerequisite: PSYC 100, 110, 200, 205
Corequisite: PSYC 323

PSYC 323 Cognition Lab 1 cr.
Structured laboratory experiences in traditional and contemporary areas of cognitive psychology. Optional lab to accompany PSYC 323.
Corequisite: PSYC 322

PSYC 325 Social Psychology 3 crs.
Social determinants of individual behavior and of group interaction are examined with emphasis on current research literature.
Prerequisites: PSYC 100, 200 and 205

PSYC 330 Developmental Psychology 3 crs.
Development of behavior and psychological activity through the prenatal period, infancy, childhood, adolescence, maturity and old age with emphasis on the normal person.
Prerequisites: PSYC 100 and 200

PSYC 335 Abnormal Psychology 3 crs.
Survey of psychological disorders with emphasis on clinical "picture"; explanatory theories, and etiological research. Therapy procedures briefly addressed.
Prerequisite: PSYC 100

PSYC 342 Counseling and Psychotherapy 3 crs.
Survey of theoretical foundations and techniques used in major therapy systems. Includes evaluation and comparison of systems discussed.
Prerequisites: PSYC 100 and 335 or permission of instructor.

PSYC 345 Psychology of Testing and Measurement 3 crs.
Survey of the principles and practice of basic psychological testing, theory of measurement, test construction, and reliability/validity of test instruments. Emphasis is on tests of intelligence, aptitude, interests, organic brain dysfunction and personality functions.
Prerequisites: PSYC 100, 200 and 205
Corequisite: PSYC 346

PSYC 346 Test and Measurements Lab 1 cr.
Supervised laboratory experience in administration, scoring, and interpretation of psychological tests. Obligatory lab to accompany PSYC 345.
Prerequisite: Must be enrolled in PSYC 345
Corequisite: PSYC 345.

PSYC 350 Industrial/Organizational Psychology 3 crs.
Applications of psychological principles to human problems in industrial organizations, individual needs, and motives as they affect group achievement.
Prerequisites: PSYC 100, 200 and 205

PSYC 405 Advanced Statistics 3 crs.
Foundations of statistical inference theory with focus on parametric and nonparametric techniques.
Prerequisites: PSYC 100, 200 and 205 or equivalent.

PSYC 414 Health Psychology 3 crs.
This course focuses on the relationship between psychological theory, principles, and methods and the assessment, prevention, maintenance, and restoration of physical health. Doctor-patient relationships, and their impact on health, are also considered.
Prerequisite: PSYC 320 or permission of instructor.

PSYC 415 Psychopharmacology 3 crs.
Advanced course covering both principles of pharmacology and a detailed study of therapeutic and illicit drug classes which effect psychological functioning.
Prerequisites: PSYC 100, 200, 205 and 315

PSYC 416 Sensation and Perception 2 crs.
Intensive study of sensory processes and perceptual organization. Enrollment in laboratory section is required.
Prerequisites: PSYC 100, 110, 200 and 205
Corequisite: PSYC 417

PSYC 417 Sensation Perception Lab 1 cr.
Structured laboratory experiences in sensation and perception which parallels and complements PSYC 416. Includes experiments in classical psychophysics. Obligatory lab to accompany PSYC 416.
Corequisite: PSYC 416.

PSYC 418 Biofeedback and Psychophysiology Lecture 1 cr.
This course provides an introduction to the theories, principles, and techniques of psychophysiological recording and biofeedback, particular attention will be given to peripheral skin temperature, cardiovascular variables, electromyography, electroencephlography, and galvanic skin response. Enrollment in laboratory section is required.
Prerequisites: PSYC 100, 200, 205 and 315 or 320
Corequisite: PSYC 419.

PSYC 419 Biofeedback and Psychophysiology Lab 1 cr.
Laboratory activities in psychophysiological recording and biofeedback. Obligatory lab to accompany PSYC 418.
Corequisite: PSYC 418.

PSYC 420 Behavior Therapy 3 crs.
Survey of theoretical bases and of techniques used in modifying behavior in educational and therapeutic settings.
Prerequisites: PSYC 100, 320 and 335.

PSYC 421 Experience in Human Learning 3 crs.
A laboratory course requiring the student to design and carry out original research with a report in appropriate professional format.
Prerequisites: PSYC 100, 320 and 321

PSYC 425 Experimental Social Psychology 3 crs.
Advanced course with emphasis on experimental methods of study. Student designs and executes original research project in social psychology.
Prerequisites: PSYC 100, 200, 205 and 325

PSYC 430 Psychology of Human Aging 3 crs.
Examination of the physical, social and psychological changes that accompany normal human aging. Opportunities for field experience are included.
Prerequisites: PSYC 100, 200 and 330 or equivalent course

PSYC 440 Theories of Personality 3 crs.
A review and critical evaluation of major personality theories and their supporting evidence. Readings from original sources.
Prerequisites: PSYC 100 and 110

PSYC 441 Clinical Psychology 3 crs.
Course includes brief history of clinical psychology, roles of the modern clinical psychologist, description of assessment and therapy techniques, current journal articles, and experiential exercises to illustrate some areas of discussion.
Prerequisites: PSYC 100, 200 and 335

PSYC 450 Personnel Selection 3 crs.
Intensive examination of the practical use of selection procedures in the employment situation. The course includes measurement theory, criterion development, interview procedures, personal history data techniques, and government regulations applied to administration of a selection program.
Prerequisites: PSYC 100, 200, 205 and 345 or 350

PSYC 455 Emotion and Motivation 3 crs.
Survey of contemporary theories, research, and critical review of their relevant problems.
Prerequisites: PSYC 100, 110, 200 and 315 or 320

PSYC 456 Comparative Psychology 3 crs.
A topic oriented survey of animal behavior. Opportunities for research are included.
Prerequisites: PSYC 100, 200, 205 and 315 or 320

PSYC 459 Naturalistic Observation Lab 1 cr.
This laboratory course addresses the ways that behavioral data can be obtained through systematic, unbiased naturalistic observations. Topics include sources of bias, scheduling observations, ethograms, and sampling techniques.
Prerequistites: PSYC 200 and 205 or permission of instructor.

PSYC 488 Senior Research 2 crs.
Intensive literature review which culminates in the preparation of a formal written proposal for an undergraduate thesis.
Prerequisites: Permission of instructor and advanced junior standing.

PSYC 489 Senior Thesis 2 crs.
Completion of an empirical research project and writing of an undergraduate thesis.
Prerequisite: PSYC 488 and permission of instructor

PSYC 493 Directed Readings 3 crs.
Research and readings on selected topics. Open only to second semester junior or senior psychology students.
Prerequisite: Permission of chairperson

PSYC 495 Special Project arr.
Learning experiences will be designed to meet the special needs of advanced majors. Content, activities, credit, and frequency of scheduling are variable.
Prerequisite: Permission of chairperson

PSYC 496 Seminar 3 crs.
Course content varies each semester but is keyed to student and faculty interest.
Prerequisite: Permission of chairperson

PSYC 497 Practicum in Applied Psychology 3 crs.
Supervised field experience in cooperation with New Orleans area agencies. Required on-campus meetings plus written assignments.
Prerequisite: Advanced junior standing and permission of instructor

PSYC 499 Independent Studies arr.

City College

PSYC 100 Introduction to Psychology 3 crs.
This course is a survey of the major fields of psychology. Prerequisite for all other psychology courses.

PSYC 110 History of Psychology 3 crs.
The study of significant individuals and concepts in the emergence of psychology as an independent discipline and a contemporary science.
Prerequisite: PSYC 100

PSYC 285 Crisis Intervention 3 crs.
Discussion and analysis of crisis intervention as a therapeutic tool in community mental helath. Emphasis will be on suicide, telephone crisis lines, telephone counseling and hostile interactions.
Prerequisite: PSYC 100

PSYC 315 Physiological Psychology 3 crs.
Investigation of the biological basis of human behavior. Emphasis is on principles of physiology and the relevant areas of psychological functioning affected by physiology.
Prerequisite: PSYC 100

PSYC 330 Developmental Psychology 3 crs.
Development of behavior and psychological activity through the prenatal period, infancy, childhood, adolescence, maturity, and old age with emphasis on the normal person.
Prerequisite: PSYC 100

PSYC 335 Abnormal Psychology 3 crs.
A descriptive study of current theories of psychopathology, etiology and therapy.
Prerequisite: PSYC 100

PSYC 350 Industrial/Organizational Psychology 3 crs.
Application of psychological principles to human problems in industrial organizations, individual needs, and motives as they affect group achievement.
Prerequisite: PSYC 100

PSYC 355 Behavior Therapy 3 crs.
This course is a survey of theoretical bases and of techniques used in modifying behavior in educational and therapeutic settings.
Prerequisite: PSYC 100

PSYC 361 Social and Psychological Stress 3 crs.
This course will examine body-mind responses to stress and will assist participants to assess their own life style patterns and stress coping responses. The relationship between stress levels and health will be discussed, and a variety of stress management techniques will be presented and practiced.
Prerequisite: PSYC 100

PSYC 363 Child Psychology 3 crs.
The study of the intellectual, emotional, physical and personality development of the child.
Prerequisite: PSYC 100

PSYC 364 Adolescent Psychology 3 crs.
A comprehensive coverage of the basic concepts and principles underlying the study of adolescence. The complex combination of physiological factors, personal experience, and sociocultural influences that contribute to the adult-to-be are presented.
Prerequisite: PSYC 100

PSYC 365 The Psychology of Women 3 crs.
A brief overview of the history of views on the nature of women, and an intensive examination of the interrelationship between psychological and biological factors that influence female personality development.
Prerequisite: PSYC 100

PSYC 375 Group Counseling 3 crs.
A systematic presentation of the theory and practice of psychotherapy with emphasis on group process.
Prerequisite: PSYC 100

PSYC 376 Alcohol, Drugs, and the Treatment of Addictive Behaviors 3 crs.
This course will review in detail the disease concept of alcoholism and drug addiction as well as the treatment of these disorders.
Prerequisite: PSYC 100

PSYC 440 Theories of Personality 3 crs.
A review and critical evaluation of major personality theories and their supporting evidence.
Prerequisite: PSYC 100

PSYC 450 Personnel Selection 3 crs.
Intensive examination of the practical use of selection procedures in the employment situation. The course includes measurement theory, criterion development, interview procedures, personal history data techniques, and government regulations applied to administration of a selection program.
Prerequisite: PSYC 350 or permission of instructor

PSYC 460 Human Resource Development 3 crs.
This course explores psychological theory and research pertaining to entry and socialization issues within organizations. Students learn practical methods of job and task analysis, training needs analysis, and designing, presenting, and evaluating work-related training programs.
Prerequisites: ORGS 360, PSYC 350

PSYC 470 Organizational Change and Development 3 crs.
This course uses an open systems perspective as the conceptual model from which to view organizational processes. Students learn behavioral science approaches and techniques used in diagnosing organizations, planning intervention strategies, and implementing organization-wide development efforts. Explores both theoretical and practical issues.
Prerequisites: ORGS 360, PSYC 350; PSYC 460 recommended

RELIGIOUS EDUCATION/ MINISTRY

RELM 0575

RELM 360 Contemporary Approaches to Religion 3 crs.
Using the major eastern and western religions as an organizing framework, this course investigates religious experience from the standpoint of the human search for meaning.

RELM 370 Pastoral Theology 3 crs.
Fundamental theology in a post-conciliar church: Focus on revelation, faith, grace and Christology; a brief review of the historical tradition as a background for creation-centered, liberationist theology today.
Prerequisite: RELS 101 & 221

RELM 380 Theology of Ministry 3 crs.
An exploration of Christian ministry grounded in scripture and the historical tradition, but focussed on the contemporary situation especially within Roman Catholicism.
Prerequisite: RELS 430

RELM 400 Religious Education in Theory and Practice 3 crs.
Foundational questions of religious education are investigated with particular focus given to the relationship between theory and practice.
Prerequisite: RELM major or permission of instructor

RELM 410 Ministry and the Social Sciences 3 crs.
An exercise in pastoral theology this course is oriented toward praxis, and activation of the church. Students explore their contexts for ministry using insights and skills from the social sciences.
Prerequisite: RELM majors or permission of the instructor.

RELM 496 Senior Seminar 3 crs.
Religious education and pastoral ministry field experiences form the context of this course. The connection of theory and practice shape the course content with special emphasis placed upon problem-raising, problem-solving, and collaboration.
Prerequisite: RELM major and an approved field experience

RELIGIOUS STUDIES

RELS 0238 and RELS 0538

College of Arts & Sciences

RELS 103 Biblical Hebrew I 3 crs.

RELS 104 Biblical Hebrew II 3 crs.

RELS 106 Biblical Greek I 3 crs.

RELS 107 Biblical Greek II 3 crs.

RELS 122 Introduction to Religious Studies 3 crs.
Common Curriculum: Introductory
This course intends to provide an overview of world's great religions (Hinduism, Buddhism, Chinese Religion, Judaism, Christianity, and Islam) in terms of basic similarities and differences.

RELS 133 Zen I 3 crs.
Common Curriculum: Humanities/Arts Premodern
The evolution of Japanese aesthetics and ascetics. An historical, theoretical, and practical course based on historical foundations of the Japanese approach to ideals of beauty and holiness and distillation of these concepts in Zen. Stress is placed on learning and practicing vertical-non-image contemplation. (Also listed as HIST 130)
Permission of instructor only.

RELS 134 Christian Mysticism 3 crs.
Common Curriculum: Humanities/Arts Premodern
An attempt to describe the character and development of Christian mysticism from the early church to the time of Teresa, John, and Ignatius with special emphasis on the apophatic theology of the Greeks and on the present day significance of the 16th century mystics.
Prerequisite: RELS 122

RELS 136 Parables of Jesus 3 crs.
Common Curriculum: Humanities/Arts Premodern
Parables of Jesus will be studied as language-events, that is, as stories which engage the hearer in personal struggle to understand their deeper level of meaning. They challenge the hearer to re-examine the world and its presuppositions, and to make decisions based on a reversal of expectations.
Prerequisite: RELS 122

RELS 138 Bible and Morality 3 crs.
Common Curriculum: Humanities/Arts Premodern
Specific moral teaching in the Israelite tradition; teaching of Jesus, Paul, James in early church. Emphasis on distinctive moral insights of this tradition in comparison with their contemporary ethical milieux.
Prerequisite: RELS 122

RELS 141 Catholic Protestant Dialogue 3 crs.
Common Curriculum: Humanities/Arts Modern
This course begins with an investigation of the origins of Protestant-Catholic separation. It then examines the growing areas of agreement between Catholic and Protestant theologians in the ecumenical dialogue.
Prerequisite: RELS 122

RELS 142 Christian Ethics 3 crs.
Common Curriculum: Humanities/Arts Modern
This course examines significant attempts by various Christian thinkers to relate their religious beliefs and practices to the realizing of moral aspirations and the solving of moral problems.
Prerequisite: RELS 122

RELS 143 Woman in the Christian Tradition 3 crs.
Commom Curriculum: Humanities/Arts Premodern
A study of major biblical paradigms into which woman is cast: faithful bride; faithless wife; harlot; fruitful wife; virgin; devoted daughter; sorrowing mother; troublesome sister; honored mother; abandoned widow; and how the fairly universal image of woman as chattel was affected by the advent of Judaism and more strikingly of Christianity.
Prerequisite: RELS 122

RELS 144 Social Policy and the Christian 3 crs.
Common Curriculum: Humanities/Arts Modern
Critical analysis of Christian social teachings as they attempt to assess and direct Christian responsibility in formulating social policies and influencing social practices. (Also listed as SOCI 134)
Prerequisite: RELS 122

RELS 145 Bible and Modern Issues 3 crs.
Common Curriculum: Humanities/Arts Premodern
The course will consider the biblical understanding of crucial social and personal issues, selected from among themes such as environment, suffering and theodicy, social structures, and sexual ethics.
Prerequisite: RELS 122

RELS 146 Judaism 3 crs.
Common Curriculum: Humanities/Arts Premodern
Overall picture of Judaism — its customs, rituals, festivals; study of the prophets of Israel: Amos, Hosea, Isaiah, Jeremiah, Ezekiel and influence of their message upon teachings of Jesus and Christian church. Life and message of Jesus will be studied from Jewish point of view.
Prerequisite: RELS 122

RELS 147 New Testament As Literature 3 crs.
Common Curriculum: Humanities/Arts Premodern
This study of the New Testament as literature will consider the various factors involved: the New Testament is ancient, religious, literature which is regarded as revealed by Christians. All these factors will be examined in order to appreciate this body of writings as literature.
Prerequisite: RELS 122

RELS 148 Christian Origins 3 crs.
Common Curriculum: Humanities/Arts Premodern
Rise and development of primitive Christianity within the context of Hellenistic culture and civilization. Attention to such questions as Christianity's development of distinctive ritual, its millenial tendencies, its ethical code, community structure and organization, against the background of similar developments.
Prerequisite: RELS 122

RELS 149 Old Testament As Literature 3 crs.
Common Curriculm: Humanities/Arts Premodern
The literary, theological, and social-cultural development of the Old Testament will be reviewed with frequent references to the ongoing implications for our modern day situation-both in regard to our religious institutions and society in general.
Prerequisite: RELS 122

RELS 151 Protestant Christianity 3 crs.
Common Curriculum: Humanities/Arts Modern
An introduction to the central ideas and characteristic ethos of Protestant Christianity as found in the 16th century reformers and their heirs; Luther, Calvin, the radical reformers, puritanism, liberalism, fundamentalism, etc.
Prerequisite: RELS 122

RELS 152 Catholicism 3 crs.
Common Curriculum: Humanities/Arts Modern
A theological study of the principal doctrinal, ethical and ritual symbols of the Roman Catholic tradition. The course will focus on those elements of the tradition that are distinctive to Catholicism with special emphasis on the meaning of church and the role of the sacraments.
Prerequisite: RELS 122

RELS 153 Hindu Paths to God 3 crs.
Common Curriculum: Humanitites/Arts PreModern
A historical and systematic study of the varieties of Hinduism, their cultural setting, theological and philosophical import. Ways of prayer and worship, religious literature. Included will be a study of Hinduism's relationship to Christian ideas about God.
Prerequisite: RELS 122

RELS 155 The Prophetic Traditions 3 crs.
Common Curriculum: Humanities/Arts Premodern
This is a survey of the content, literary value, theological meaning, and social implications of the prophetic movement in the Old Testament, which will evaluate the impact upon Israel's society and the application to modern society.
Prerequisite: RELS 122

RELS 157 Christianity and Revolution 3 crs.
Common Curriculum: Humanities/Arts Premodern
A study of the consequences of Christian belief for the social and political order, especially of the ways in which such belief has promoted revolutionary social and political change. Topics include apocalypticism, Jesus as revolutionary, revolutionary movements in the Christian tradition, Marxist-Christian dialogue, liberation theology, etc.
Prerequisite: RELS 122

RELS 158 Ignatius Loyola 3 crs.
Common Curriculum: Humanities/Arts Modern
The course will analyze the vision of God, the world and the human person presented by Ignatius Loyola in his "Spiritual Exercises." The course will also develop themes of creation, sin and mercy, discipleship, Christian discernment, and the Paschal Mystery, and will study the Ignatian vision as embodied in the 20th century writer Teilhard de Chardin.
Prerequisite: RELS 122

RELS 159 Jesus in New Testament 3 crs.
Common Curriculum: Humanities/Arts Premodern
The post-resurrection Christian community reacted to the Jesus-event in many and varying ways. Attention will be given to several New Testament writers and their differing perceptions of the person and importance of Jesus for Christian faith. Study particularly of Paul, the Gospels, and post-New Testament stories and legends about Jesus.
Prerequisite: RELS 122

RELS 160 Discovering Islam 3 crs.
Common Curriculum: Humanities/Arts Modern
An introduction into the central experiences and teachings of Islam. Topics include: Muhammad, Qur'an, Sunnah, Shi'ah, Sufis, relationships to Judaism and Christianity, the problems of modernity and Islam in North America
Prerequisite: RELS 122

RELS 161 American Judaism 3 crs.
Common Curriculum: Humanities/Arts Modern
The American experience has given new directions to Judaism, the Jew and the Jewish people. The open, democratic and pluralistic nature of American society has impinged upon the development of Judaism. It has helped shape new theological directions and conceptual changes in Jewish religious beliefs and practices.
Prerequisite: RELS 122

RELS 163 The Ancient Mind 3 crs.
Common Curriculum: Humanities/Arts Premodern
Course will concentrate on the intellectual heritage of the ancient Near East prior to the rise of classical culture. In particular, the course will observe the interplay of ancient biblical values in an effort to understand the intellectual pre-history and origin of values for the Western tradition.
Prerequisite: RELS 122

RELS 164 20th Century Religious Thought 3 crs.
Common Curriculum: Humanities/Arts Modern
Course investigates contemporary movements in theology, e.g., fundamentalism, conservatism, liberalism, neo-orthodoxy, liberation theology, death of God theory, futuristic theology, charismatic movement, and post-Vatican II Roman Catholic theology.
Prerequisite: RELS 122

RELS 165 Spiritual Ways of China 3 crs.
Common Curriculum: Humanities/Arts Pre-Modern
A study of the spiritual traditions of China, with a focus on the heritage of Confucius and Mencius. Topics include: Taoism, Chinese Buddhism, folk religion, cosmology and humanism, Mao and contemporary developments.
Prerequisite: RELS 122

RELS 166 Method in Religion, Ethics, and Science 3 crs.
Common Curriculum: Humanities/Arts Modern
Student will be led through a series of personal exercises to understand and verify own processes of religious, ethical, and scientific knowledge and choice. Attention to the relation between religion and the human and natural sciences and to the process of progress, decline, and redemption of the human person and of society.
Prerequisite: RELS 122 and PHIL 122

RELS 167 Tribal Religions 3 crs.
Common Curriculum: Humanities/Arts Modern
A study of the myths, ideas, rituals and experiences of the tribal religions of Africa and North America. Topics include: tribal experience, non-literacy and oral tradition, cosmology, shamanism, kinship with natural world, interactions with Christianity and Islam.
Prerequisite: RELS 122

RELS 168 Mystery of Suffering 3 crs.
Common Curriculum: Humanities/Arts Modern
Suffering is a common experience of all peoples. For this reason all religions give it a place of central importance. In one sense, suffering is a cause of religion. What any religion has to say about suffering reveals its anthropology and its point of view about the purpose of existence.
Prerequisite: RELS 122

RELS 169 Death: Comparative Views 3 crs.
Common Curriculum: Humanities/Arts Premodern
A study of religious and nonreligious views of death in Eastern religions, Ancient Greece, Medieval Europe and the contemporary West, etc. Differences in these views will be examined on ethical issues concerning life and death, e.g., suicide, euthanasia, abortion and the death penalty.
Prerequisite: RELS 122

RELS 170 Poets and Sages: Old Testament 3 crs.
Common Curriculum: Humanities/Arts Premodern
The course will study hymnic and wisdom literature of the bible (psalms, wisdom, novels). The goal will be to perceive the human dimension of this literature — its expression of human emotions and philosophical reflection on life's great issues. Its impact upon aesthetic, intellectual and psychological aspects of the Western tradition will be considered.
Prerequisite: RELS 122

RELS 173 Christianity in Latin America 3 crs.
Common Curriculum: Humanities/Arts Modern
This course will trace the history of Christianity in Latin America from the colonial period to the present. Special attention will be given to the Liberation Theology movement and the impact of cultural, political and economic factors on Latin American Christianity.
Prerequisite: RELS 122

RELS 177 Buddhism 3 crs.
Common Curriculum: Humanities/Arts Premodern
A study of the rise and development of the Buddha's Middle Way. The life of the Buddha, basic texts and scriptures, and schools of thought will be studied. Topics include: nirvana, enlightenment, emptiness, Theravada/Mahayana, and the differences among Indian, Chinese, and Japanese Buddhism.
Prerequisite: RELS 122

RELS 181 Women in World Religions 3 crs.
Common Curriculum: Humanities/Arts Premodern
An historical and cultural study of the roles and experiences of women in the world religions. Topics include: each tradition's view of gender, the goddess, feminine sacrality, matriarchy, domestic rites, and women religious specialists.
Prerequisite: RELS 122

RELS 182 Classical Ethics 3 crs.
Common Curriculum: Humanities/Arts Premodern
Christian ethics has derived vocabulary and ideas, principles and norms, from Biblical and Classical sources. This course will introduce major classical motifs, attending especially to ideas of virtue, duty, and law.
Prerequisite: RELS 122

RELS 185 Heresies and Heretics 3 crs.
Common Curriculum: Humanities/Arts Premodern
An historical and theological survey of those variant streams in Christianity which have been deemed *Heresies*, from the early church to the time of the reformation. The course will include reflection on the nature of heresy and on the impact of politics, personality, and spirituality on the development of Christian doctrine.
Prerequisite: RELS 122

RELS 186 Medieval Synthesis 3 crs.
Common Curriculum: Humanities/Arts Premodern
An introduction to the major personalities and problems in medieval theology focusing on the construction and disintegration of the medieval synthesis.
Prerequisite: RELS 122

RELS 187 Feminism and Theology 3 crs.
Common Curriculum: Humanities/Arts Modern
Feminist studies in psychology, sociology, and philosophy present challenges to contemporary theology. The course will look at the implications of feminist studies for theological issues such as views of human nature, approaches to the justification of beliefs, and models of Christ.
Prerequisite: RELS 122

RELS 188 Sin: History of an Idea 3 crs.
Common Curriculum: Humanities/Arts Premodern
"Sin" links together central human questions of personal and social moral responsibility and of relationship with God. "Sin" will be studied in historical and Biblical contexts. Ethical, psychological, sociological, religious, and literary perspectives will be used in reappraisal of this key category of Judaeo-Christian tradition.
Prerequisite: RELS 122

RELS 190 Ethics and Individual 3 crs.
Common Curriculum: Humanities/Arts Modern
A study of personal ethics involving the identification, expression, and assessment of moral norms, moral values, and moral traits.

RELS 196 Law: Ancient World 3 crs.
Common Curriculum: Humanities/Arts Premodern
Place of law in ancient society, emphasizing Semitic codes of ancient Near East (Bible and Graeco-Roman laws), and its relationship to morality. Meeting of Semitic-Judaic and Graeco-Roman in the first Christian centuries produced natural law and Canon law of later times. Relevant social issues examined.
Prerequisite: RELS 122

RELS 198 Psychology and Religion 3 crs.
Common Curriculum: Humanities/Arts Modern
A study of major modern psychological interpretations of religion. The writings of significant authors will be presented, e.g., Freud, James, and Jung, and their views evaluated. Critiques of religion will be studied. Research papers will be given in class.
Prerequisite: RELS 122

RELS 199 Apocalyptic Literature 3 crs.
Common Curriculum: Humanities/Arts PreModern
Course will study Apocalyptic literature within the biblical context, and its subsequent use by Western European culture. We shall discern the original historical, social, and religious context of the literature. We shall then trace its use and misuse through the middle ages up to our own modern American setting.
Prerequisite: RELS 122

RELS 200 Early Christian Thought 3 crs.
A study of the development of Christian thought through the Ante and Post Nicene periods to the end of the patristic period. Required of all majors.

RELS 201 Medieval Christian Thought 3 crs.
A study of Christian thought from the end of the patristic period to the eve of the Reformation. Within this period interest will center on the three centuries between 1000 A.D. and 1300 A.D. Required of all majors.

RELS 202 Reformation and Counter Reformation 3 crs.
Development of Christian thought from the Reformation through the modern period. Required for all majors.

RELS 215 The Pentateuch 3 crs.
The various theological traditions which comprise the Pentateuch and related writings will be critically studied for their literary value, religious insights, and theological importance for their age and our own.

RELS 216 Biblical Wisdom Literature 3 crs.
Proverbs, Koheleth, Job, Sirach, and Wisdom will be critically studied in terms of their literary quality, philosophical and existential attitudes towards life, theological content, and intellectual relationship to the rest of scripture and the ancient Near Eastern intellectual tradition.

RELS 220 Church History: U.S. 3 crs.
The Catholic church between 1565-1950. Taught in collaboration with the History department.
Cross-listed: HIST 223.

RELS 225 Theology of Prayer 3 crs.
The course deals with prayer in the context of the Christian's life with God: biblical teaching; kinds of prayer; growth in prayer; individual aspects; prayer as symbolic activity; special problems arising from contemporary culture.

RELS 226 Theology of Grace 3 crs.
A study of the doctrine of grace as it emerged from the scriptures, the Patristic tradition, the Medieval Synthesis, through the Reformation period down to the present era.

RELS 232 Systems of Christian Ethics 3 crs.
An examination of major systematic expositions of Christian religious ethics, with consideration of their traditional sources and philosophical and theological implications.

RELS 233 Honors Religious Studies I: World Religions 3 crs.
Common Curriculum: University Honors Program
This course will investigate why religion arises and how it manifests itself. An inquiry into the human questions that give rise to religion will seek to discover what leads people to be religious.

RELS 234 Honors Religious Studies II: Scriptural Theology 3 crs.
Common Curriculum: University Honors Program
The great ideas of western religion as evidenced in its Scripture will be considered. The students will gain a vision of the biblical tradition and will investigate key aspects of it by special attention to selected writings in the biblical corpus.

RELS 235 Honors Religious Studies III: Christian Culture 3 crs.
Common Curriculum: University Honors Program
Focus will be on the development of Christian self-understanding by considering a selection of significant thinkers and their contributions to this process. Investigation of important religious questions and their treatment in the Christian tradition will be undertaken.

RELS 236 Hebrew Prophets 3 crs.
The message of the Hebrew Prophets with its religious, social, political, and economic implications will be studied in order to see the its relationship with the rest of scripture and the development of prophetic criticism which continues into our own age.

RELS 240 Sociology of Religion 3 crs.
The functions of religion in society, religious and social variation. The inter-relations between religion and other social institutions. (Also listed as SOCI 320).

RELS 255 Synoptic Gospels 3 crs.
After a brief introduction to the question of the literary genre of the gospel, the course will deal with the different theologies of the first three gospels, related to the social concerns of the communities to which they were addressed.

RELS 300 Pauline Writings 3 crs.
This course will explore the development of Paul's thought through his epistles, focusing on major themes such as sin, justification, faith, and the Body of Christ. Influences on his thought such as Hellenistic philosophical and theological speculations and rabbinic theologizing will also be considered.

RELS 305 Theology of Liberation 3 crs.
A study of the historical development of the theology of liberation in Latin America; the relationship between theoria and praxis; the Gospel and Marxism; the quest for socio-economic justice and Christianity; implications for North American Christians.

RELS 310 Religions of Asia 3 crs.
A study of the history and contemporary status of at least two of the following religions: Hinduism, Buddhism, Confucianism, and Taoism.

RELS 315 Johannine Literature 3 crs.
The fourth gospel, the Johannine Epistles, and the Apocalypse. Literary, linguistic, and theological criteria will be discussed in establishing the distinctiveness of this body of literature within the New Testament. John's contribution to subsequent theology will be discussed by contrasting his synthesis with that of Paul and Synoptics.

RELS 318 The History of Exegesis 3 crs.
This course begins with an overview of the history of biblical interpretations from the Patristic age to the present. Special attention will be given to methodological advances, and to the way in which such advances are related to doctrinal developments.

RELS 320 The Christian God 3 crs.
A study of the problem of belief as it evolved from the enlightenment period to the present; the bearing of the secularization process on God-talk and traditional approaches to God; an investigation of recent efforts by process thinkers to reconstruct the idea of God; implications for Christian theologies and life.

RELS 330 Religions: Greece and Rome 3 crs.
Study of religious beliefs and experiences of the ancient Greeks and Romans.

RELS 335 Theological Method 3 crs.
An inquiry into how theology understands its role in religion. Particular emphasis is given to theology after the advent of the historical sciences.

RELS 350 Christology 3 crs.
A brief look at New Testament Christology: a brief study of the pre-Nicene views of Christ; the rise of counterpositions; the official response in the Councils of Nicea, Constantinople I, Ephesus, and Chalcedon; contemporary critiques of the classical model and recent revisions.

RELS 354 Dynamics of Salvation 3 crs.
A study of the history and contemporary status of theories of redemption.

RELS 356 Eschatology 3 crs.
An examination of the Christian doctrine of last things—death, resurrection, return of Christ, end of history, judgment, heaven, hell, purgatory, etc. Particular attention will be given to the contemporary theological discussion in dialogue with secular thinking about the future.

RELS 358 Ecumenical Theology 3 crs.
This course begins with a review of the origins of Christian division, and the motives for the restoration of Christian unity. It then analyzes progress towards this goal by reviewing the recent theological literature and focusing particularly on the joint statements of the official Lutheran-Catholic dialogues.

RELS 360 Theology in 19th, 20th Century 3 crs.
This course traces the emergence of the modern theological consciousness in such major figures as Schleiermacher, Ritschl, Harnack, Barth, Tillich, Newman, Rahner, etc. It also attempts to assess the significance of movements such as Protestant liberalism, Catholic modernism, and Neoorthodoxy for this development.

RELS 400 Theology of Vatican II 3 crs.
A study of the documents of Vatican II and the changes in Roman Catholicism since Vatican II. A discussion of why the changes occurred and what fundamental shifts were behind the changes.

RELS 410 Biblical Morality 3 crs.
An investigation of selected ethical, moral, and legal themes prominent in the biblical writings, with consideration of their motivation, development, and subsequent influence.

RELS 411 Hindu Theology 3 crs.
A study of the rise and development of Hindu theistic thought in the millennium following Shankara (788-820 A.D.). The schools of identity, of difference, and of difference-in-identity will be critically studied.

RELS 412 Islam, Muhammad and the Qur'an 3 crs.
A study of the rise and development of Islam. The Qur'an will be critically read. Topics include: the life of Muhammad, Sunnah, Shiah, and the Shariah.

RELS 415 The Gospels and Historical Jesus 3 crs.
A critical scrutiny of the Gospel will seek to understand the ministry and message of Jesus of Nazareth and how he was understood by the faith of the ancient Christian community.

RELS 416 History of Ancient Israel 3 crs.
A study of the history of the ancient Israelites and Jews from 1200 B.C. to 70 A.D. and a consideration of the critical problems in reconstructing this historical experience. sues will be viewed with the aid of literary, archaeological, socio-historical, and theological perspectives.

RELS 420 The Church 3 crs.
The Church as mystery and human institution; post Vatican II Ecclesiology; Church and World; Church and Churches; Church and the World Religions.

RELS 421 Roots of Ritual 3 crs.
A phenomenological study of the conceptual categories of public worship, the space and time coordinates of cultic patterns, the rites of passage in personal and social life, and the liturgical adaptation in historical and cultural context.

RELS 424 Christian Initiation 3 crs.
A theological analysis of Christian initiation rites as a resource for the development of Ecclesiological and Sacramental perspectives, and for the enrichment of pastoral and spiritual renewal; also a critique of contemporary models.

RELS 425 Sacraments of Healing 3 crs.
History of penance and the anointing of the sick; the revived theologies of these two sacraments; their new revised rites.

RELS 426 History and Theology of Liturgy 3 crs.
A historical survey of the major developments in Christian liturgy from the New Testament to the present, with special emphasis upon the rites of the Western Church, the shape of Eucharistic Celebrations, as well as the theological and ecumenical significance of important changes and directions in the forms of worship.

RELS 430 Church and Sacraments 3 crs.
Church as a sacrament. Seven sacraments as ecclesial symbols. Nature of sign and symbol — symbolic causality. Sacraments and secular life. Transignification. Non-Roman Catholic sacraments.

RELS 435 Theology of Holy Spirit 3 crs.
A study of the person and work of the Holy Spirit as seen in the Christian Scriptures and in the historical development of the doctrine of the Spirit. The course will reflect on the role of the Spirit in the Christian community and in the life of the individual Christian.

RELS 440 Philosophy of Religion 3 crs.
Study of the philosophical problems raised by religious experience. Course will conclude with an investigation of religious experience on the personal or individual level with accompanying problems.

RELS 441 Psychology of Religion 3 crs.
A general introduction to the psychological study of religious behavior, comprising a short history of the subject with special attention to classic writings since 1890, a review of outstanding theories and methods, and a representative sampling of recent research, especially on personality and developments.

RELS 455 Spirituality of Ignatius Loyola 3 crs.
Historical and ascetical approach to insights and spirituality of Ignatius Loyola, with special emphasis on counter-reformation and significance of his thought in the modern period.

RELS 493 Directed Readings arr.

RELS 495 Special Project arr.
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

RELS 496 Seminar/Workshop arr.
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

RELS 498 Research Project arr.
Focuses on empirical or historical investigation, culminating in a written report.

RELS 499 Independent Study arr.

City College

RELS 100 Old Testament Literature 3 crs.
A survey of the Old Testament: The Pentateuch, emphasizing the Exodus as the foundation-story for Old Testament religion; the historical books, emphasizing the Babylonian exile in relation to pre-exilic Yahwism and post-exilic Judaism; the "writings," examples of the diversity to be found in Hebraic religion.

RELS 101 New Testament Literature 3 crs.
A survey of the New Testament: Jesus as an enigmatic figure who taught in parables and upset traditional expectations of a Messiah; the four gospels, showing how the writers' theological standpoints were shaped by their respective historical contexts; Paul's interpretation of the "good news" as justification by grace through faith.

RELS 221 The Church Today 3 crs.
A shared reflection on the students' own experience of local church, leading to a better understanding of what a local church could be and a personal expression of what the local church should be.

RELS 246 Religion and Faith Today 3 crs.
This course will explore the relationship between organized religion and personal faith and assess the relevance of religion and faith in our individual and collective experience.

RELS 260 Religion and Film 3 crs.
The purpose of this course is to communicate religious doctrine (Christian) and values through the use of film. The course also attempts to communicate methods of critique to recognize ways in which lifestyles and value systems all communicate through the media.

RELS 261 Faith and Film 3 crs.
This course on fundamental theology continues to study the impact the electronic media have on our value system, morals, and religion. The course will deal more with the positive side through films, slides, tapes, discussion, and lectures.

RELS 266 Women's Religious Experience 3 crs.
We will explore some of the forms and expressions women have given to their experience of the holy. Participants will listen to this experience and relate it to more traditional interpretations found in the major religions of the world.

RELS 270 Current Moral Problems 3 crs.
An inquiry into contemporary moral dilemmas including problem areas of human sexuality, euthanasia, nuclear warfare, capital punishment, genetic engineering, the occult, racism, poverty.

RELS 368 Christianity and the Environment 3 crs.
This course will involve participants in an investigation of the developing ecological agenda from the perspective of Christian faith. Our inquiry will draw upon theologians whose work helps us to perceive the revelatory effects and power of creation.

RELS 370 Religion and Society 3 crs.
The forces of social change are driven by diverse and interrelated influences. This course will try to identify these influences in contemporary U.S. culture and examine them in light of the socio-political implications of the Judeo-Christian tradition.

RELS 430 Church and Sacraments 3 crs.
The Church in the 20th century is described as "the People of God"—a community called to mission and ministry, a sacrament for the world. The sacraments are explored as celebrations of the Church's life and of the world's promise of salvation.

RUSSIAN

RUSS 0231

RUSS 100 First Year Russian I 3 crs.
The fundamentals of the language. Primary emphasis on structure, morphology, and vocabulary. Language laboratory work is recommended, but is voluntary. Outside readings.

RUSS 101 First Year Russian II 3 crs.
Same description as RUSS 100.
Prerequisite: RUSS 100 or its equivalent.

RUSS 132 Russian Culture and Civilization I 3 crs.
Common Curriculum: Humanities/Arts Modern
This course will deal with many aspects of Russian culture, with specific emphasis on the main issues in a particular period. The problems of each period were reflected not only in the laws, but in literature, music, and often influenced the sciences.

RUSS 138 Russian Culture and Civilization II 3 crs.
Common Curriculum: Humanities/Arts Modern
Course stresses political and philosophical speculations of period leading to October revolution, their influence on arts and sciences. It also deals with the question of justice immediately before the revolution, during the revolutionary period (including civil war) until Lenin's death, and later changes.

RUSS 200 Second Year Russian I 3 crs.
Review of structure, morphology, and vocabulary. Readings in the general cultural monuments of the language community. Work in the language laboratory is voluntary. Outside readings.
Prerequisite: RUSS 101 or its equivalent.

RUSS 201 Second Year Russian II 3 crs.
Same description as RUSS 200.
Prerequisite: RUSS 200 or its equivalent.

RUSS 497 Internship/Practicum arr.
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

RUSS 498 Senior Thesis arr.

RUSS 499 Independent Study arr.

SOCIAL ISSUES IN ADMINISTRATION

SIAD 0310

SIAD 415 Moral and Social Responsibility of Organizations 3 crs.
This course examines the sources of societal pressure, business reaction, and the community's expectation. The entire spectrum of corporate and government activities are discussed against the framework of the demands made on the firm and government by forces outside of the marketplace.
Prerequisites: ECON 201, MGT 300, PHIL 152 or 261.

SIAD 420 Business Ethics 3 crs.
It will be the intent of this course to develop an awareness of ethical dilemmas that face managers in practical day-to-day decision-making. It will focus attention on the meaning of ethics and ethical theories; as well as sharpen skills in decision-making by applying models for ethical reflection to practical specific cases.
Prerequisites: ECON 201, MGT 300

SIAD 493 Special Topics arr.
Prerequisite: Junior standing

SIAD 499 Independent Study in Social Issues in Administration 3 crs.
See description in College of Business Administration section.

SOCIOLOGY

SOCI 0239 and SOCI 0539

College of Arts & Sciences

SOCI 100 Introductory Sociology 3 crs.
An introduction to the study of society and human behavior. Societal issues such as culture, socialization, deviance, stratification, family, education, religion, and political economy are explored and analyzed through the sociological perspective.

SOCI 130 Social Futurology 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
This course draws on the growing literature of the contemporary futurist movement to explore alternative futures for humankind on "spaceship Earth." Topics considered in depth include: 1) macro-sociological trends in the development of human societies up to the present; 2) the history of social thought about the future; 3) the emergence of the contemporary futurist movement; 4) methods of contemporary futures research; and 5) alternative visions of probable, possible and preferable futures.

SOCI 132 Social Problems 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
Survey of contemporary social problems. Topics include: the environment, poverty, health and health care, racism, sexism, war and crime.

SOCI 134 Social Policy and the Christian 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
Analysis of Christian social teachings in 19th and 20th centuries. The goal is understanding the Christian's responsibility in the formation of social policy and calling for decisions which involve the person in social policy issues.
(Also listed as RELS 144)

SOCI 136 Global Environmental Crises 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
A general exploration of the dominant philosophical, cultural, economic, and political roots of our global environmental crisis. Students are introduced to the various paradigms and factions of the environmental movement, as well as the causes, consequences and solutions to problems such as global warming, acid rain, energy resources, overpopulation, hunger, deforestation, species domination, solid and hazardous wastes, and the pollution of the planet's air, water and soil.

SOCI 140 Development of Social Thought 3 crs.
Common Curriculum: Behavioral/Social Sciences Premodern
Origins and the more important developments of social thought in ancient and pre-western civilizations are explored. Major epochs of western thought are studied in order to define most important traits of setting in which social sciences were born in the 19th century.

SOCI 142 Self and Society 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
Interdisciplinary view of development of "self," examining theories of psychologists (Freud, Skinner, Erikson, Adler, Rogers) and social psychologists (Cooley, Mead, Thomas, Goffman). There is no universally accepted position on process involved in emergence of self, and answers theorists arrive at depend upon their mode of speculation.

SOCI 145 Peoples of Latin America 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
Latin America consists of countries of great physical, cultural, and soioeconomic contrasts. There are few places in the world that present such mixing of races and cultural traditions, such wide-range human adaptation to the environment, and such profound economic and social inequalities. This course will study the diversity of Latin American peoples as well as their common heritage.

SOCI 148 Culture and Communication 3 crs.
Common Curriculum; Behavioral/Social Sciences Modern
Course explores culture and its impact on communication and assists students in developing an awareness of their own and other cultures. The effect of ethnocentrism, racism, colonialism on our perceptions of other peoples and the subsequent interaction will be analyzed. Final project focuses on the effect of culture on a topic within students' majors.

SOCI 152 Violence in Society 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
In the light of the alarming prevalence of violence in our country and in our world, this course addresses possible causes, various contexts, and positive solutions regarding this important phenomenon. Interdisciplinary insights and literature will be reviewed and discussed.

SOCI 154 Peoples of Subsaharan Africa 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
Anthropological overview of Africa past and present. Focus on five African societies with diverse ecological and historical constraints, and the subsistence patterns that they developed. Current events and issues affecting all of Africa discussed.

SOCI 155 Race and Ethnic Conflict 3 crs.
Common curriculum: Behavioral/Social Sciences Modern
An overview and analysis of the dynamics of racism, prejudice, and discrimination against minorities, as well as the historical and sociological basis for racial and ethnic tensions in the U.S. Extensive attention is given to the immigration experiences of all the major ethnic groups that comprise contemporary American society.

SOCI 186 Soviet Culture & Society 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
This course is designed to enlarge students' knowledge of the Soviet Union and to develop an appreciation for cross-cultural studies. Using the sociological perspective and methods, research monographs and data sources pertaining to Soviet culture will be studied and contrasted with comparable U.S. data.

SOCI 188 Introduction to Folklore 3 crs.
Common Curriculum: Behavioral/Social Sciences Modern
Surveys the various types of oral, customary and material folklore and also examines in depth the traditions of selected folk groups. It emphasizes the interdisciplinary nature of folklore studies by analyzing folk culture through a variety of anthropological, historical, literary, psychological, linguistic and sociological approaches. Also ENGL 188.

SOCI 200 Cultural Anthropology 3 crs.
This course is an introduction to the subject, research methods, and main themes of cultural anthropology. It provides an analysis of world cultural diversity and behavior as it examines the relations between culture and social change, kinship, gender, religion, political systems, ecology and economics.

SOCI 203 Pre-Columbian Cultures 3 crs.
This course will explore the high cultures of the new World whose development occurred before the arrival of Columbus in the 15th century. It will also study the profound disruption caused by the European invasion upon the indigenous populations and their native habitat. Among the groups to be studied will be the Olmecs, Mayas, Aztecs, and Incas.

SOCI 205 Drugs and Society 3 crs.
This course focuses on the sociological and psychological implications of alcohol and drug use and abuse with emphasis on social service delivery systems.

SOCI 210 Social Psychology 3 crs.
A survey of major social psychological theories and topics, with special emphasis on socialization, processes of social perception, and patterns of social interaction, including affiliation, aggression, and intergroup cooperation and conflict.

SOCI 215 Criminal Behavior 3 crs.
A critical examination of the nature and extent of deviant and criminal behavior in complex, industrial societies. Particular attention will be given to the causes and consequences of deviant behavior.

SOCI 216 Law and Social Control 3 crs.
Introduction to law and legal institutions as formal mechanisms for controlling deviant and criminal behavior. Emphasis will be placed on the social processes whereby laws are enacted, administered, and enforced, and on the social institutions created to detect, process, punish, and treat law violators.

SOCI 220 Social Movements and Collective Behavior 3 crs.
An historical and sociological analysis of some of the major social movements and collective protests of the 20th century. Particular emphasis is given to understanding the Civil Rights and New Left movements of the 1960's, as well as the linkages of the Old Left, Labor, Prohibition, Conservative, and Feminist movements to the past and present.

SOCI 225 Minority Relations 3 crs.
The study of unequal power relations between dominant majorities and ethnic, racial, and religious minorities in the pluralistic American system.

SOCI 230 Sociology of Education 3 crs.
A sociological interpretation of education, its structure and organization. The course looks at the school as an agent of society and to the social actor, from childhood to maturity, along the process of socialization.

SOCI 240 Sociology of the Family 3 crs.
This course will provide an introduction to the family as a social institution. We shall focus on the American family and the impact which societal changes have had, and are having, on family structures, functions and the problems families face. The course also provides a brief introduction to several theories and techniques of family therapy, and we shall speculate about families in the future.

SOCI 245 Urban Process 3 crs.
An examination of the nature of the modern city, with special attention to forces shaping the city, including the social, political, economic, ecological, and value systems which underlie the dynamics of urban life and culture. Attention will also be given to the various forms which cities have taken in the past and may take in the future.
(Also listed as POLS 220).

SOCI 250 The Sociology of Gender 3 crs.
Exploration of gender differences and gender-role socialization in national and cross-cultural perspective. Topics include: biological and cultural factors in gender-role behavior; gender differences in opportunities, rewards and communication patterns; life cycle alterations in gender roles; and the impact of social change on gender roles.

SOCI 260 Human Sexuality 3 crs.
This course will examine the social, psychological and biological dimensions that are reflected in the expression of human sexuality. Included topics will be the development of gender roles, reproductive facts, psychological implications, and value structures involved in decision making about sexual behavior and life style.

SOCI 280 The Nuclear Age 3 crs.
An introductory survey of the nuclear age from the development of the first atom bomb in 1945 through the contemporary debates over the deployment of new weapons systems and changing defense postures.

SOCI 301 Human Behavior and Social Environment 3 crs.
A consideration of the relationship between individual functioning and society, in which general systems theory provides the framework within which to examine the effects of biological, social, cultural and racial influences on human behavior.

SOCI 305 Social/Political Inequality 3 crs.
The unequal distribution of wealth and power in this country and in the world and its causes and consequences, will be examined in this course. Essentially, a study of political and economic power and powerlessness, the course discusses such topics as poverty, homelessness, world hunger, class conflict, imperialism, racial inequality and gender inequality. This course also attempts to understand these issues in the context of the economic and political system.

SOCI 306 Perspectives on Aging 3 crs.
The process of aging is explored from a variety of perspectives. In particular, aging will be viewed in cross-cultural and historical contexts, and from the viewpoints of sociology, psychology, economics, and politics. The problems of aging in an advanced technological society are also explored.

SOCI 310 Social Policy 3 crs.
An analysis of specific social policy developments in the United States. Consideration of contemporary and futuristic social policies are examined.

SOCI 315 Delinquency and Justice 3 crs.
An examination of the nature and extent of juvenile delinquency in American society. Topics include: dominant theories of causation; an analysis of juvenile justice policy; the evolution of the juvenile justice system; and methods of institutional correction and treatment.

SOCI 316 Families in Crisis 3 crs.
This course provides a social systems framework within which to identify the crises facing today's American Families. We shall examine "normal" crises, i.e., those associated with developmental life transitions, as well as "situational" or unusual life crises. Recognizing that crisis presents the opportunity for growth and development, the emphasis will be on effective coping behaviors and successful adaptation to life stressors.

SOCI 320 Sociology of Religion 3 crs.
The functions of religion in society, religious and social variation. The inter-relations between religion and other social institutions.
(Also listed as RELS 240)

SOCI 322 Youth and Adolescence 3 crs.
Examination of the problems of American's youth and society's attempt to deal with them. Topics explored include: youth culture, youth social movements, and such contemporary youth problems as divorce, abuse and neglect, and delinquency.

SOCI 325 Organizations in Society 3 crs.
Analysis of human organizations, large and small. Special emphasis will be given to the manner in which organizations are structured, the processes by which they recruit and socialize new members, and the patterns of human interaction, both formal and informal, within them.

SOCI 330 Small Group Dynamics 3 crs.
An examination of the basic principles of group dynamics. Topics include: group formation and development, group leadership, group structure and communication. The family and juries are examined as examples of small groups. Throughout the course, students are challenged to critically examine the groups of which they are a member.

SOCI 335 Research Methods and Techniques 4 crs.
Logical considerations in method and design of studies. Review of techniques currently in use. An empirical study must be completed by each student in the course in an area of his or her interest. Students are required to attend a methods lab and workshop regularly once a week.

SOCI 336 Social Statistics 4 crs.
Introduction to the use of statistics as a research instrument in sociology.
Prerequisite: SOCI 335 and MATH 115

SOCI 340 Counseling/Clinical Sociology 3 crs.
This course introduces the student to clinical sociology in which sociological concepts, theories and methods are applied to work for planned changed as desired by the client. Several levels of intervention are explored: individuals, groups, families, organizations and communities, with emphasis on intervention with families.

SOCI 342 Industrial Sociology 3 crs.
This course will trace the development of industrialization and will examine the ways in which the demands of industrial production structure and transform social organization and social relationships. Specific attention will be given to the nature of work, leisure, and family life, and to the prospects for a post-industrial society.

SOCI 345 Sociological Theory 3 crs.
This course covers the elements of theory construction including the role of deductive reasoning and the relationship between research and theory. Major theorists and theories will be studied for their strategies, purposes, and formats. Also included is a review of modern sociological paradigms and current controversies in the field.
Prerequisite: SOCI 100 and SOCI 335

SOCI 400 Third World Repression/ Revolution 3 crs.
This course will examine political and economic oppression in the developing world with special emphasis on Latin america and Southern africa. Revolutions and counter-revolutions, which are a result of this exploitation, will be analyzed.

SOCI 420 Seminar: Social Issues 3 crs.

SOCI 425 Seminar: Social Change 3 crs.

SOCI 495 Special Project arr.
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."
Prerequisite: Instructor's permission.

SOCI 496 Seminar/Workshop arr.
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

SOCI 497 Internship/Practicum 3 crs.
A senior seminar with supervised practical experience. Placements are made in community social service agencies giving students hands-on experiences. Serves as a senior capstone course.

SOCI 498 Research Project arr.
Focuses on empirical or historical investigation, culminating in a written report.

SOCI 499 Independent Study 3 crs.

City College

SOCI 100 Introductory Sociology 3 crs.
An introduction to the sociological perspective. Consideration of the concepts of society and culture. General survey of relevant theory and research to give the student an understanding of the sociologist's approach to human behavior.

SOCI 210 Social Psychology 3 crs.
A survey of major social psychological theories and topics, with special emphasis on socialization, processes of social perception, and patterns of social interaction, including affiliation, aggression, and intergroup cooperation.
Prerequisite: SOCI 100

SOCI 260 Criminology: Fundamentals 3 crs.
A survey of basic topics and problems related to the discipline, such as the nature of crime in America, criminal statistics, and selected criminological theories. An introduction to the systematic study of crime, criminals, criminal behavior, and the criminal justice system.
Prerequisite: SOCI 100

SOCI 275 Deviant Behavior 3 crs.
A critical examination of the nature and extent of deviant behavior in complex, industrial societies. Particular attention will be given to the causes and consequences of deviant behavior, and to the social relations and processes associated with the more common forms of deviant and criminal expression within American society.
Prerequisite: SOCI 100

SOCI 325 Organizations in Society 3 crs.
Analysis of human organizations, large and small. Special emphasis will be given to the manner in which organizations are structured, the processes by which they recruit and socialize new members, and the patterns of human interaction, both formal and informal, within them.
Prerequisite: SOCI 100

SOCI 330 Small Group Dynamics 3 crs.
An examination of the dynamics of small group interaction through an investigation of current social psychological research in the area and student participation in small group research projects with the objective of obtaining an understanding of the small group as a social system.
Prerequisite: SOCI 210

SOCI 360 Sociology of Health and Illness 3 crs.
The sociological and psychological aspects of physical and mental health and illness, the relationship between disease and environment, and the impact of health on society.
Prerequisite: SOCI 100

SOCI 365 Social Problems 3 crs.
A survey and analysis of social problems including war, under and over development, the ecological crisis, population and its control, intergroup conflict, violence, disease and despair.
Prerequisite: SOCI 100

SOCI 367 Institution of the Family 3 crs.
This course examines both sociological and psychological aspects of the American family with particular emphasis in its changing nature. Special topics examined include the family life cycle, stress and conflict, divorce and disorganization, changing roles of children, and changing social attitudes and behaviors. Other cultures are explored.
Prerequisite: SOCI 100

SOCI 368 Sociology of Youth and Adolescence 3 crs.
This course explores the world of adolescence, that period of development in individuals marked by major physiological, psychological and social changes. All aspects of adolescence are covered including maturational and intellectual changes, peer, family and school life, and various problems related to youth.
Prerequisite: SOCI 100

SOCI 370 Sociology of Aging 3 crs.
The problem of aging is explored from a variety of perspectives, both theoretical and practical: adjustment to the inevitable process of aging is viewed from the perspective of health, housing, employment, retirement, and interpersonal relations.
Prerequisite: SOCI 100

SOCI 375 Continuity and Change in Modern Society 3 crs.
An examination of the nature of social organization with particular reference to differentiation, social stratification and issues of continuity and change in social institutions including the identification and analysis of major trends in modern society.
Prerequisite: SOCI 100

SOCI 380 Violence in Society 3 crs.
This course addresses the general topic of violence in America including crimes of violence, interpersonal violence, violence in the family, adolescent violence, political violence, community violence and organizational violence. Perpetrators and victims are studied,, and positive solutions to violence are offered. The course has an interdisciplinary focus.
Prerequisite: SOCI 100

SOCI 385 Juvenile Crime and Delinquincy 3 crs.
This course explores the nature and causes of juvenile crime and delinquincy in America and other cultures. An indepth analysis of crime measurement, causes, controls and treatment are examined. Other topics include juvenile law, corrections, family therapy, gangs, schools and the influence of the mass media on juvenile crime and delinquincy.
Prerequisite: SOCI 100

SOCI 405 Aspects of Mental Health 3 crs.
Sociological analysis of the causes, effects, treatment, and prevention of mental illness.
Prerequisite: SOCI 100

SOCI 410 Sociology of Work and Occupation 3 crs.
Development and place of occupations and professions of modern life; personal recruitment; education and careers; social relationship and the work role.
Prerequisite: SOCI 100

SOCI 460 Evolution of Man and Culture 3 crs.
An introduction to physical and cultural anthropology and anthropological archeology. Particu reference is made to those aspects of the discipline concerned with man's remote past and continuing development based on fossil remains as well as insights into human life-ways arrived at by anthropologists' study of living peoples.
Prerequisite: SOCI 100

SOCI 475 Asylums, Stigmas, Etc. 3 crs.
A survey of the major works of the late sociologist Erving Goffman. Course content deals with the interaction rituals in which individuals engage in a variety of environments, ranging from total institutions to more common places such as work or business. The dramaturgical or "life is a theatre" method is examined in Goffman's work.
Prerequisite: SOCI 100

SPANISH

SPAN 0232

SPAN 100 First Year Spanish I 3 crs.
The fundamental structure of the language. Development of the four basic skills: comprehension, speaking, reading, writing.

SPAN 101 First Year Spanish II 3 crs.
Same description as SPAN 100.
Prerequisite: SPAN 100 or equivalent.

SPAN 200 Second Year Spanish I 3 crs.
Further development of basic language skills.
Prerequisite: SPAN 101 or equivalent.

SPAN 201 Second Year Spanish II 3 crs.
Same description as SPAN 200.
Prerequisite: SPAN 200 or equivalent.

SPAN 300 Syntax and Composition 3 crs.
Review of grammar and idiomatic expressions, combined with extensive practice in writing Spanish. Literary texts will serve as models for clear style.
Prerequisite: SPAN 201 or equivalent.

SPAN 301 Intensive Conversation 3 crs.
Emphasis on oral expression, with exercises designed to provide the student with a working knowledge of conversational Spanish. Native speakers may be excluded from enrollment at the discretion of the instructor.
Prerequisite: SPAN 201 or equivalent.

SPAN 305 Introduction to Hispanic Literature 3 crs.
Reading and discussion of Hispanic literature, including narrative, poetry, drama, and the essay.
Prerequisite: SPAN 201 or equivalent.

SPAN 310 Survey of Spanish Literature I 3 crs.
The poem of the Cid to 1650.
Prerequisite: SPAN 201 or equivalent.

SPAN 311 Survey of Spanish Literature II 3 crs.
Romanticism to the present.
Prerequisite: SPAN 201 or equivalent.

SPAN 315 Culture and Civilization of Spain 3 crs.
An historical approach to the civilization of Spain in order to understand and analyze the elements of Spanish culture: the languages, music, arts, architecture, and current sociopolitical situation. All work will be done in Spanish.
Prerequisite: SPAN 201 or equivalent.

SPAN 340 Spanish American Literature I 3 crs.
A survey of Spanish American Literature from the discovery to the romantic movement. Lectures, reports and discussions.
Prerequisite: SPAN 201 or equivalent.

SPAN 341 Spanish American Literature II 3 crs.
A survey of Spanish American Literature from the latter part of the 19th century to the present, including realism, naturalism, modernism and post-modernism.
Prerequisite: SPAN 201 or equivalent.

SPAN 355 20th Century Currents 3 crs.
Reading and discussion of poetry, drama and prose fiction from the generation of 1898 to the contemporary period. Collateral reading.
Prerequisite: SPAN 201 or its equivalent.

SPAN 356 Spanish American Novel 3 crs.
Reading and discussion of the works of the Spanish-American novelists and short story writers of the 19th and 20th centuries. Collateral reading.
Prerequisite: SPAN 201 or its equivalent.

SPAN 357 Prose of the Golden Age 3 crs.
The prose of the 16th and 17th centuries in Spain, including Cervantes. Lectures, reports and discussions.
Prerequisite: SPAN 201 or equivalent.

SPAN 358 Drama and Poetry of the Golden Age 3 crs.
The study of selected works by Lope de Vega, Calderon de la Barca, and other important dramatists and lyric poets. Lectures, reports and discussions.
Prerequisite: SPAN 201 or equivalent.

SPAN 400 Romance Philology 3 crs.
Syntax and morphology of Old Spanish, Provencal and Old French as they evolved from Vulgar Latin. Reading of old documents and literary pieces geared to student's field of concentration. (Also listed as FREN 400).

SPAN 495 Special Project arr.
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

SPAN 496 Seminar/Workshop arr.
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

SPAN 497 Internship/Practicum arr.
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

SPAN 498 Senior Thesis arr.

SPAN 499 Independent Study arr.

SPECIAL STUDIES

SPST 0237

SPST 100 Career Exploration 2 crs.
The objective of this course is to stimulate an on-going self-assessment on the part of the individual, thereby enhancing his/her ability to make viable vocational choices and to encourage the student to investigate various occupations which emerge as possibilities after the self assessment phase.

SPST 105 Study Skills 1 cr.
Designed to promote higher-level learning skills, this course demonstrates techniques with application to your own classwork. The course addresses taking notes, preparing for exams, comprehension in reading. Individual conferences are provided to address your specific need.

SPST 205 Peer Advisor Development 2 crs.
This course is designed to prepare students to serve as peer advisors in the peer advisor program. The peer advisor program serves as an information and referral center for students, especially commuting students.

SPST 210 Leadership Development 2 crs.
This course focuses on the development of student leadership skills and contemporary methods of group dynamics as they relate to the programming efforts of student organizations and the university. Significant time will be given to understanding the educational value of participating in student programming efforts.

SPST 215 Organization Leadership 2 crs.
This course is designed to examine the dynamics of leadership in organizations and to develop leader competencies in student organizations. Organizational dynamics, management skills, and specific knowledge central to effectively-run volunteer organizations will be the focus.

SPST 225 Practicum in Higher Education 3 crs.
A continuation of the seminar, practicum provides a means to test career objectives by exposure to the work environment and the demands the tentative career makes on the person. Performance contracts will be negotiated.

SPST 320 Resident Assistant Preparation 2 crs.
Required for all students selected to be resident assistants, the curriculum is designed to impart knowledge/skills through structured class experiences. Emphasis is placed on interpersonal relationships, communications, and community development. Required for all first-time resident assistants.

SPST 499 Independent Study arr.
Permission of the dean of the College of Arts and Sciences.

SPEECH

SPCH 0207

College of Arts & Sciences

SPCH 100 Fundamentals of Speech I 3 crs.
Study of the factors governing good speech content and delivery; an introduction to speech behavior in human interaction.

SPCH 200 Voice and Speech 3 crs.
Fundamentals of vocal production and effective speaking.

SPCH 204 Argumentation and Debate 3 crs.
Inductive and deductive reasoning as bases of argumentative speaking. Evaluation of evidence. Students will prepare and present classroom debates.

SPCH 210 Oral Interpretation of Literature 3 crs.
A study of techniques of oral presentation of poetry, drama; practice in delivery of selected types of literature; exercises for the development of tone, melody, timing, and emphasis.

SPCH 495 Special Project arr.
Focuses on the creative or projective efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

SPCH 496 Seminar/Workshop arr.
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

SPCH 497 Internship/Practicum arr.
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

SPCH 498 Research Project arr.
Focuses on empirical or historical investigation, culminating in a written report.

SPCH 499 Independent Study arr.

VISUAL ARTS

VISA 0241 and VISA 0541

College of Arts & Sciences

VISA 102 Foundations I 6 crs.
Introduction to the basic visual vocabulary consisting of line, shape, value, space, texture and color through a series of increasingly complex two-dimensional projects. Development of drawing skills is emphasized within this context. Required for all art majors and minors. Open to all students.

VISA 103 Foundations II 6 crs.
Investigation of the basic visual vocabulary in a three-dimensional context using readily available materials and basic processes to develop conceptual ideas. The drawing component of this course continues to develop the student's abilities in visual observation. Required for all art majors and minors. Open to all students.
Prerequisite: VISA 102

VISA 115 Painting for Non-Art Students 3 crs.
Students with no art background are given opportunity to draw, and paint under guidance.

VISA 130 Medieval Art 3 crs.
Common Curriculum: Humanities/Arts Premodern
Emergence and development of art styles of age of faith, when foundations of Christian art were laid. From reign of Constantine to beginning of Renaissance, we follow spread of Christianity and see how arts expressed spirit and values of the time and contributed to the fabric of our culture.

VISA 132 Arts and Ideas I 3 crs.
Common Curriculum: Humanities/Arts Premodern
This course deals with the evolution of cultures and function of art in the development of human consciousness. It highlights periods of greatest cultural achievement, from pre-history to the end of the Middle Ages.

VISA 133 Arts and Ideas II 3 crs.
Common Curriculum: Humanities/Arts Modern
This course deals with the evolution of cultures and the function of art in the development of human consciousness. It highlights periods of greatest cultural achievement, from the Renaissance to the Modern Era.

VISA 134 Avantgarde and Tradition in Art 3 crs.
Common Curriculum: Humanities/Arts Modern
Establishment of 20th century avant-gardism in art in all of its manifestations. Traces developments of Fauvism, Cubism, Dada, Surrealism, and shows that all of these movements were attempts by artists to break down traditional conventions in order to refurbish Western culture.

VISA 138 Romantic Vision 3 crs.
Common Curriculum: Humanities/Arts Modern
Emphasis on the aesthetic developed in Romantic period as a response to demystifying forces in science, culture, religion, and psychology. The vision developed by Wordsworth and others in poetry and art altered the history of aesthetics and continues to affect today's art. (Also listed as ENGL 148)

VISA 140 Modernism in Art and Literature 3 crs.
Common Curriculm: Humanities/Arts Modern
"Modernism" is a term that has come to include not only the styles of late 19th and early 20th century art and literature but also the philosophic and moral issues represented in these art forms. Course will examine major 20th century works of art and literature and the issues of modern life raised by these works. (Also listed as LIT 176)

VISA 200 Drawing I 3 crs.
This course concentrates on seeing and deconstructing preconceptions through intense focus on still life and city scapes, with some study of the human figure.Charcoal, graphite, pen and ink, and colored pastels will be explored. Participation in end-of-class critiques is essential, as well as gallery day and papers on artisits seen and explored. Required of all art majors and minors. Course open to non-art majors.

VISA 201 Drawing II 3 crs.
Emphasis on figure drawing directly from the model with study of the skeleton and of perspective. The three are combined in most of the class problems. Both perceptual and conceptually structural approaches to drawing the figure are addressed. Art historical and philosophical implications of figuration will be discussed. Critiques will assess progress and understanding of problems. Gallery visits are frequent with papers and tests resultant. Required of all art majors.
Prerequisite: VISA 260

VISA 210 Survey of World Art I 3 crs.
Survey of painting, sculpture, and architecture from pre-history to Renaissance. Required of all art majors.

VISA 211 Survey of World Art II 3 crs.
Survey of painting, sculpture, and architecture from the Renaissance to the present. Required of all art majors.

VISA 230 Painting Studio I 3 crs.
Development of the sense for two-dimensional space and organization of shape and color through traditional approaches with painting media. Required of all art majors. Course open to non-art majors.

VISA 231 Painting Studio II 3 crs.
An introduction to painting ideas and techniques with emphasis on both traditional and contemporary approaches. A visiting artist teaches this course on a rotating basis.

VISA 232 Painting Studio III 3 crs.
An advanced painting studio course with emphasis on both traditional and contemporary approaches and resulting in a final presentation and research paper.

VISA 233 Honors Art 3 crs.
Common Curriculum: University Honors Program
A study of the major European and American art movements of the 20th century with an emphasis on theory and art criticism. Includes artists' demonstrations, gallery visits, and studio work.

VISA 240 Beginning Printmaking 3 crs.
Introduction to the fine art of printmaking. The student explores the various techniques such as etching, lithography, and relief printing. Course open to non-art majors. Required of all art majors.

VISA 241 Printmaking (Intaglio) 3 crs.
Development of designs into prints using the five intaglio techniques.
Prerequisite: VISA 240

VISA 242 Printmaking (Silkscreen) 3 crs.
Development of designs using the silkscreen process.
Prerequisite: VISA 240

VISA 243 Advanced Printmaking 3 crs.
Continued exploration and development of contemporary ideas, using advanced printing methods.
Prerequisite: VISA 240

VISA 244 Printmaking: Lithography 3 crs.
Development of designs into prints using various lithographic techniques on both plates and stone.
Prerequisite: VISA 240

VISA 245 Bookbinding - Book/Arts 3 crs.
This course explores case binding, oriental binding, and folio design as a potential format using text, images or a combination. Emphasis will be placed on creating the book as visual object, not by imposed decoration, but through structure. Open to all students.

VISA 249 Fine Art of Photography 3 crs.
Technical investigation of contemporary fine art approaches to the photography process. Explore materials, equipment, and printmaking processes necessary for development of black and white photographs. Introduction to the techniques of fine black and white photography. Students are shown how to produce a portfolio of fine black and white prints.

VISA 250 Handbuilt Ceramic Form 3 crs.
Design with clay emphasizing traditional and contemporary handbuilding techniques. Students design, glaze and fire own work.
Class open to non-art majors. VISA 250 or 251 required for degree in Visual Arts.

VISA 251 Wheel-Thrown Ceramics 3 crs.
Design with clay emphasizing utilitarian pottery. Students design, glaze and fire own work. Class open to non-art majors. VISA 250 or 251 required for degree in Visual Arts.

VISA 252 Advanced Ceramic Form I 3 crs.
Exploration of form emphasizing contemporary approaches including clay and glaze calculations.
Prerequisite: VISA 250 or 251.

VISA 253 Advanced Ceramic Form II 3 crs.
Continued exploration of contemporary approaches including kiln design, practice and theory.
Prerequisite: VISA 252

VISA 260 Advanced Drawing I 3 crs.
Taught by rotating faculty. This course is for the student who wishes to pursue drawing as an end in itself " not attendant upon other disciplines. In seminar-type instruction the student and teacher dismiss aims and implement ideas and techniques. It is also for the student who wants to develop the drawing relationship to other disciplines such as painting, sculpture, printmaking, or ceramics. Graphic majors can also develop individual ideas with visual and conceptual assistance from the teacher.
Prerequisite: VISA 201

VISA 261 Advanced Drawing II 3 crs.
This course continues the aims pursued in VISA 260.
Prerequisite: VISA 260

VISA 270 Beginning Graphics 3 crs.
The course will focus on the application of the principles of graphic design and its functions in developing the creative use of two-dimensional space. Students will learn the graphic structure of grid and free-form design, to execute letter forms, to design with type, and to render payouts. The course will introduce the basic mechanical processes and the use of standard tools used by designers. Required of all Graphic Arts majors and minors.

VISA 271 Graphics/Communications Survey 3 crs.
Survey of the history and influences of graphic design: Bauhaus, pop, psychedelic, post-modern. . .to present trends. A historical analysis of letter form will be addressed in order to enhance the understanding and use of type. References to important communicators, individuals, and design studios will be emphasized.

VISA 320 Sculpture Studio I 3 crs.
Examines sculpture both technically and through the formal language of 3-D. Students embrace critical standards which directly relate to the practice of sculpture. The student simultaneously must become familiar with models of knowledge offered by one's own personal experience. Open to non-art majors. Required for B.F.A. and B.A./Studio.

VISA 321 Sculpture Studio II 3 crs.
A continuation of the elements of Sculpture Studio I plus expansion of technical information and further exploration of each individuals' ability to manipulate the language of 3-D.
Prerequisite: VISA 320

VISA 340 Metal Sculpture I 3 crs.
Exploration of all sculptural processes dealing with metal (welding, braising, casting, steel fabrication, etc.) and other materials combined with metals. Students will formulate questions and follow their possibilities regardless of where they lead.
Prerequisite: VISA 320

VISA 341 Metal Sculpture II 3 crs.
Students will explore their established ideas and philosophies founded in Metal Sculpture I. Student will consider theoretical, methodological and perceptual issues as they affect the sculptural images produced in the studio.
Prerequisite: VISA 340

VISA 350 Readings in Aesthetics and Art Criticism 3 crs.
Written and oral investigations of landmark aesthetic theories of the great philosophers beginning with Aristotle and Plato and ending with contemporary criticism. Emphasis on creativity and the arts. Open to all students. Required for B.F.A. and B.A./Studio.

VISA 370 Graphic Design I 3 crs.
Development of basic skills of graphic design for print, TV and film.Areas covered include tool usage, lettering, copy fitting, type specification, photo cropping, mechanical art preparation, and discussion of the technical limitations of individual media. Required for a degree in Graphic Arts.
Prerequisite: VISA 270 or permission of instructor.

VISA 371 Graphic Design II 3 crs.
Continued development of skills in graphic design for print, TV and film. Continued coverage of areas including tool usage, lettering, copy fitting, type specification, photo cropping, mechanical art preparation, basic computer usage, and discussion of the technical limitations of the individual media. Required for degree in Graphic Arts.
Prerequisite: VISA 370 or permission of instructor.

VISA 372 Graphic Design Technology 3 crs.
This course will explore the use of mini computers, personal computers, and video in the graphic design industry. Required for degree in Graphic Arts.

VISA 373 Computer Based Imaging 3 crs.
This course will allow art majors with basic preparation to familiarize themselves with the expanding processes and possibilities of computer based imaging. This course will not only develop important skills in an increasingly computer-based world, but also allow even greater opportunities for the studio major to apply these techniques into their individual forms of expression.
Prerequisite: VISA 102

VISA 400 Art of the Child 3 crs.
Examination of the form, content, significance in children's art from age two to adolescence. Course open to non-art majors.

VISA 415 Medieval Art 3 crs.
An introduction to European art and architecture from 800 to 1300, including the early Christian, Romanesque, and Gothic periods.

VISA 420 Renaissance Art 3 crs.
The arts in France, the Low Countries, and Germany, with emphasis on painting and the graphic arts, from the late 13th century to the middle of the 16th century; and a survey of the major architects and their principal achievements in theory and design during the period 1400-1600.

VISA 425 Baroque Art 3 crs.
Architecture, painting and sculpture in Rome, Bologna, Naples and Northern Europe, from 1550 to 1700.

VISA 430 Modern Art 3 crs.
The background and foundation of modern art: consideration of the influence of social, cultural and political forces on European and American painting and sculpture from 1789 to modern times; including Neo-Classicism, Romanticism, Realism, Impressionism, Post-Impressionism, and the 20th Century movements.Required for all art minors.

VISA 445 Sculpture Studio III 3 crs.
Students form a closer relationship with sculpture materials and processes for shaping, joining and transforming their sculpture. Emphasis placed on critical thinking about the creative process through the use of particular materials as each student researches a personal visual vocabulary.
Prequisite: VISA 320

VISA 450 Senior Show I 3 crs.
Students begin to think about their life as artists and to search for ways to speak as artists, to question themselves closely and be responsive to the questions of others. Students develop a strategy or vocabulary to become intimate with their chosen materials and processes for shaping and transforming their ideas. Fall only.
Prerequisite: VISA 350

VISA 451 Senior Show II 3 crs.
A continuation of VISA 450, culminating in an exhibition and written thesis presented at the end of the semester. Required for a B.F.A. and B.A./Studio. Spring only.
Prerequisite: VISA 450

VISA 455 European Tour 4 crs.
A four week travel offering first hand survey of painting, architecture, sculpture and other arts of England and Continental Europe. Research paper required.

VISA 462 Senior Design Studio 3 crs.
Students will work on a design and advertising campaign for a client of their own invention. They will develop a campaign from initial sketches through more comprehensive layout to mechanicals. Students will be expected to design all that is necessary to deliver the particular message to the client. Required for degree in Graphic Arts.
Prerequisite: VISA 370 and 371. Fall only.

VISA 466 Final Project/ Graphics 3 crs.
Develops student's special talents and provides a comprehensive understanding of procedures in design, illustration, production, print and TV graphics. The experience will be professional with instruction and design standards a faculty responsibility. Area graphic artists will serve as consultants to students between school and professional practice. Required for degree in Graphic Arts. Spring only.
Prerequisite: VISA 462

VISA 495 Special Project 3 crs.
Focuses on the creative or productive efforts of one or more students. A Special Project is distinguished from a Research Project in its lack of the historical or experimental method and perspective characteristics of "research."

VISA 496 Seminar/Workshop 3 crs.
A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.

VISA 497 Internship/Practicum 3 crs.
An internship is supervised practical experience. A practicum is supervised practical application of previously studied theory.

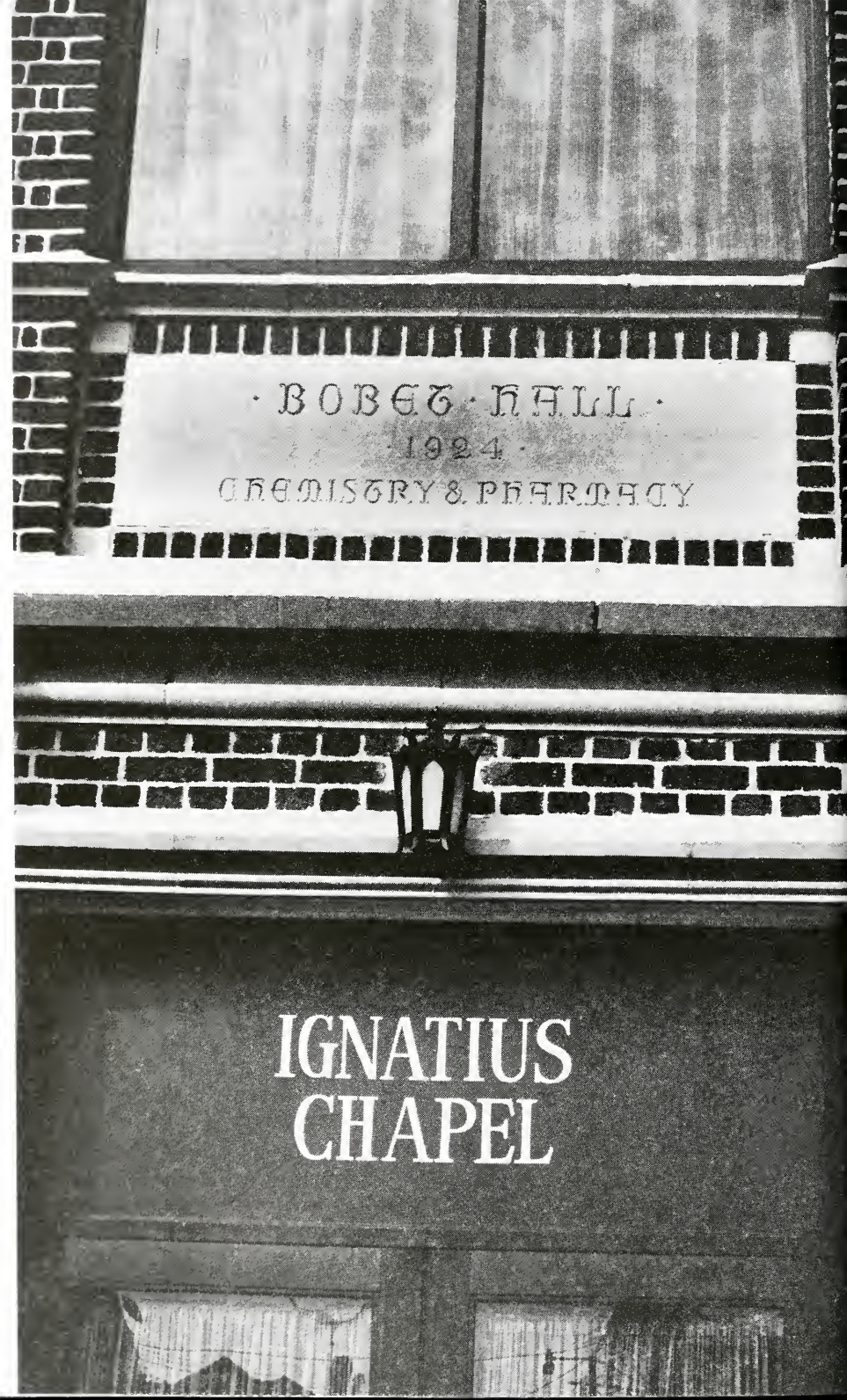
VISA 498 Research Project 3 crs.
Focuses on empirical or historical investigation, culminating in a written report.

VISA 499 Independent Study 3 crs.

City College

VISA 210 Survey of World Art I 3 crs.
Survey on painting, sculpture, and architecture from pre-history to Renaissance.

VISA 211 Survey of World Art II 3 crs.
Survey on painting, sculpture, and architecture from the Renaissance to the present. VISA 210 is not a prerequisite.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CHEMISTRY & PHARMACY
IGNATIUS
CHAPEL

RELIGIOUS LIFE

WHAT IS CAMPUS MINISTRY?

Campus Ministry is a team of men and women whose life work is dedicated to meeting the religious and spiritual needs of the Loyola Community. As members of the university community, campus ministers assume the responsibility of fostering the ideals and values that spring from a lived Christian and notably Catholic faith. As part of the Roman Catholic tradition and the Jesuit heritage, campus ministers share their vision of what it means to be a people of God.These ministers facilitate the unique principles have focused on a *faith that does justice* and the promotion of healthy community values of *diversity* and a true spirit of *ecumenism*. The value of human freedom and the dignity of all persons is a hallmark of the spirituality that is imparted by the people who work in campus ministry. St. Ignatius' motto: "For the greater glory of God" establishes the principle that all creation has the potential for giving glory to God. Campus ministers offer programs that help actualize the latent spiritual goodness and glory that is God's gift to each member of the community. Campus ministers offer a safe and confidential place where students, faculty and staff may bring their questions, doubts, fears and triumphs of life.

PROGRAMS OF INTEREST

Liturgy: The religious experience of community is brought into sharp focus by the realization that prayer, especially the prayer of community, is at the center of the thoroughly lived spiritual life. The *Eucharist*, or commonly called the *Mass*, is the most common expression of the communal prayer that draws the Loyola community together. Within this experience of prayer their are ample opportunities for members of the community to serve actively as Proclaimers of the Word, Ministers of the Eucharist, Musicians, Bakers of Bread and Ministers of Hospitality. Introduction to and training in these ministries are conducted throughout the year. Participation in the Eucharist and other forms of group prayer are encouraged for all members of the Loyola community. In the context of the Catholic Church, staff members are making a concerted effort to insure that the liturgies are as inclusive as possible.

LUCAP

Faith without a tangible experience of its power to transform the world rings hollow. Campus ministry provides a variety of opportunities for the community to put their faith into action. LUCAP (Loyola University Community Action Program) is a popular student-run organization that provides a structure for many community members to devote a portion of their free time to the corporeal works of mercy and actions of social justice. Those who work in LUCAP find themselves volunteering their time on behalf of the hungry, the homeless, the voiceless and the powerless. Wherever the body of Christ is wounded and in need of healing, there lies an opportunity for LUCAP volunteer to put their faith into action. Typically LUCAP meets weekly to provide support and direction to those who volunteer.

RETREATS

Time away from the normal routine, time to reflect, to pray and to seek for a closer union with God and with the community is the goal of the retreat program. Campus ministry provides a variety of opportunities for students, faculty and staff to

come away for awhile in fellowship and in prayer. Some of the retreats are coordinated by the campus ministry staff while others like the *Awakening Retreat* are student-run.

RELIGIOUS FORMATION

Those seeking to further their faith experience in a more formal way may participate in a variety of programs for this purpose. Some students who are not Catholic or Christian may be interested in becoming Baptized or received into the Church. Others may wish to become sealed in their faith through the sacrament of Confirmation. Still others may be exploring the sacrament of Marriage or be interested in a religious or priestly vocation. Campus ministry provides supervised referrals or programs that can meet all of these religious formation goals.

SACRAMENTS OF HEALING

The campus ministry office coordinates appointments for those wishing to receive the Sacrament of Reconciliation or the Sacrament of the Anointing of the Sick. Contact the campus ministry office for further details.

STUDENT LIFE

Student Life at Loyola is based on the philosophy that education occurs in the context of total human development. Development of the whole person involves not only the intellectual development of the student but also the moral, social, cultural, and physical development of the individual. Programs and services exist which provide opportunities for this total educational experience.

ACADEMIC COUNSELING

Each student at Loyola is assigned an academic advisor, a full-time faculty member, who will assist the student in planning his or her schedule, and who will discuss with him or her any problems encountered in his or her academic career. The student should see his or her advisor at least twice a semester.

COUNSELING, CAREER DEVELOPMENT AND PLACEMENT CENTER

The Counseling, Career Development and Placement Center is a multifaceted resource that exists solely for the purpose of helping students. All Loyola students who are currently enrolled may utilize these services at no charge or at a very minimal charge necessary occasionally to defray costs of special programs. In addition, new graduates and alumni may use the Career Information Center and some placement services.

A wide variety of programs, workshops, counseling opportunities and informational materials are provided to help Loyola students to meet the challenges of university programs and experiences. The Center staff has been professionally trained and they are committed to helping students to make the most of their college experiences. All services are provided on a strictly confidential basis and in a way which respects the individuality of each student. Resource areas include personal/social counseling, career development, placement, study skills and academic support, and the Career Information Center.

The Career Infomation Center was developed to assist students in college and life planning activities. It is filled with literature on specific careers, job market and salary information, employer literature, job hunting information, and graduate and professional schools. In addition, an up-to-date listing of full and part-time jobs is kept to assist students in finding work, to gain experience prior to graduation and to help cover costs incurred while attending college.

Active job placement assistance is provided by the Counseling, Career Development and Placement Center for graduating students. This service includes on-campus recruitment by major local and national firms, a credentials file service, and helping the student develop job-seeking skills that will increase the likelihood of the student's finding an appropriate entry level position in keeping with long term career goals.

STUDENT HOUSING

Loyola operates two residence halls on the main campus: Biever Hall, which houses undergraduate men and women and Buddig Hall which houses undergraduate women. Freshmen live in either Biever or Buddig halls. Located approximately two blocks from the main campus on the Loyola Broadway Campus is Cabra Hall, which houses upperclass/law/graduate men and women.

Biever Hall is a six-story residence with a capacity of housing 410 students. The hall is centrally heated and air conditioned. All rooms are for double occupancy and are furnished with two closets, two single beds, two chests of drawers, two desks, bulletin boards, basic cable service and local telephone service. Mail boxes, laundry facilities, study lounges, computer room, television lounge and community kitchen are located within the residence hall.

Buddig Hall is a twelve-story residence with a capacity of accommodating 429 undergraduate women. Each suite houses four students in double rooms with a shared bath and individual heating and air-conditioning controls. Each room is furnished with basin vanities, two single beds, two desks, two closets, two chests of drawers, a bulletin board, basic cable service and local telephone service. Study rooms, laundry facilities, recreation rooms, mail boxes, study lounges, computer rooms, a community kitchen and a sun deck are located within the residence hall.

Cabra Hall is a five-story residence located on the Broadway campus with a capacity of housing 220 students. Each suite houses eight students in double rooms with a shared bath, living room, multi-purpose room, and an individual heating and air-conditioning control. Each room is furnished with two closets, two single beds, two chests of drawers, two desks, bulletin boards, basic cable service and local telephone service. Mail boxes, laundry facilities, study lounges, computer rooms, television lounge, a community kitchen and a sun deck are located within the residence hall.

Residents are subject to the housing policies which are promulgated in the *Student Handbook*. Experienced and trained personnel are provided in the halls to aid students in achieving total development by meeting their personal and educational needs. Full-time live-in professional staff are responsible for various areas in the Residential Life Operation such as hall programming, resident assistant training, maintenance, and management of administrative operations. Resident assistants, located on each floor, help provide a well-balanced social and educational atmosphere. Halls have live-in resident counselors who are Jesuit priests, Catholic sisters or lay individuals who have training and experience in the areas of human need and development.

All freshman undergraduate students less than 21 years of age not from the New Orleans metropolitan area are required, as a condition of enrollment, to reside in university housing. Advanced placement credits do not negate this requirement. New Orleans undergraduate freshmen must either reside in university housing, if space permits, or with parents or a legal guardian. Freshman resident students are required to purchase a meal plan for each semester of residence as a freshman. Residence hall information is sent with the official notification of a student's acceptance. Reservations for all students are confirmed only after receipt of a signed contract, a $100.00 housing deposit which is 50% refundable in the event the student cancels, in writing prior to July 1 (fall applicants)/December 15 (spring applicants) and verification of adequate accident-sickness insurance coverage. The residence hall contract is for the entire academic year, both fall and spring semesters.

CENTER FOR COMMUTER SERVICES

The Center for Commuter Services serves as a communication link between the off-campus student population and university programs and services. Commuters (students not residing on campus) comprise approximately 75 percent of the undergraduates and the university recognizes its responsibility for responding to their unique needs.

The Commuter Resource Center contains carpooling information, telephones, literature on campus programs and services, maps, bus schedules, a message center, the off-campus rental listings and other information that involves life both on and off campus.

Communication is further enhanced by the publication of *Accents Magazine, Loyola After Dark* and the *Commuter Informer.* These publications are used to keep commuters in touch with Loyola life.

STUDENT HEALTH SERVICE

Loyola's health service is for both resident and nonresident, full-time and part-time students who have provided the health service with a completed medical history form. The health service is supervised by a registered nurse under the direction of a medical doctor. The R.N. director is on duty Monday through Friday from 8:30 a.m. to 4:45 p.m. The health service is also staffed in the daytime by a second full-time R.N. and a licensed practical nurse who is responsible for emergency care in the evenings. A physician is available during designated hours. Night, weekend, and holiday emergency medical assistance is available from trained student health assistants who reside in Biever, Buddig and Cabra Halls. Treatment by health center personnel is provided at no charge to the student. Prescribed medicines, referrals to off-campus medical specialists, laboratory tests, and hospitalization are at the student's expense. All services provided and communications with medical personnel are confidential as dictated by the medical code of ethics.

For good cause, the university may require a physical or psychiatric examination while a student is in attendance. Results of these examinations may be used to determine a student's suitability to continue in attendance at the university.

IMMUNIZATION POLICY

Effective January 1991, Louisiana Law, (Section 1. R.S. 17:170) requires all students entering the university for the first time to show proof of immunization for tetanus/diptheria (within the past 10 years) and show proof of a TB test (within the past year). Failure to show proof of these immunizations and test will require the student to receive the immunizations from a private physician or Student Health Service at the student's expense prior to registering for classes. In addition, all students born after 1956 and entering the university for the first time must show proof of immunization for measles, mumps, rubella (two doses). Failure to show proof of these immunizations will require the student to receive the immunizations from a private physician or Student Health Service at the student's expense prior to registering for classes.

All first time students shall be required to comply with these provisions unless the student submits a written statement from a physician stating that the procedure cannot be done because of medical reasons, a written dissent from a parent or guardian, or a written statement from a clergy stating that the procedure cannot be done for religious reasons. In the event of an outbreak of a communicable disease, the university may exclude from attendance all unimmunized students until the appropriate disease incubation has expired or the student presents proof of immunization.

HEALTH INSURANCE

The university sponsored health insurance program covering sickness and accident is strongly recommended for all students, especially those students who are from out-of-town. The University Health Insurance Policy is required of all students

who permanently reside outside the United States. Other residential students have the choice of using their family's health insurance coverage or subscribing to the university's policy. The group plan covers a student for 12 months for a yearly premium. Plans for married students and their families are also available. Information and premium rates are sent to all students each summer by the insurance company. Those failing to receive health insurance information by mail should contact the Student Health Service. Claim forms are available in the Student Health Service.

IDENTIFICATION CARDS

Picture identification cards are issued free to first-time Loyola students during registration. Each student is responsible for obtaining a card at that time which shall remain in his or her possession at all times. After the start of classes a $15 fee will be charged for all cards, including replacements. The cards are used to identify currently enrolled students and allow use of campus library facilities. In addition, the card controls access to the Recreational Sports Complex, the residence halls, and the Parking Facility. Please refer to the Loyola University Student Handbook for further regulations regarding student identification cards.

STUDENT ACTIVITIES

The activities program and student organizations, which form an integral part of this program, constitute the best opportunities for students to achieve educational relevance in leisure time activities. Through participation in campus activities students are provided with the opportunity to integrate the experiences of the classroom with everyday experiences of living and working in a society of people of varied interests, ideas, and values. The student activities program is therefore considered an extension of the classroom and hence an important part of the total educational program of the university.

There are approximately 90 student organizations recognized and active on the Loyola campus. They are classified in the following categories: academic and professional organizations, club sports, social fraternities, honorary fraternities and organizations, service organizations, social sororities, special interest organizations, and student communications media. A complete listing of all recognized organizations is contained in the *Student Handbook*.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association consists of elected members representing the four undergraduate colleges and the School of Law. The SGA acts as the voice of the student body to the university. Through this body, students act as members on most of the university committees in an effort to insure input in areas of student concern. The SGA enacts legislation, provides services, and assists student organizations through sponsorship and funding of events. Meetings of the SGA are held once a week and are open to all students and members of the university community. Freshmen have the opportunity for representation through special freshman elections held each fall semester. All freshmen are eligible to qualify to run for one of these elected positions.

UNIVERSITY CENTER AND THE UNIVERSITY PROGRAMMING BOARD

As a primary part of the educational process, the Joseph A. Danna Center and the Loyola University Programming Board play an important role, acting as a foundation for the development of positive and progressive student participation.

The center serves the various campus needs of students, functioning as a unifying force, where students as well as other members of the university community may come together and interact with a sense of unity.

It is a place where students may discover and develop fellowship and common bonds of interest with other individuals and groups. Through both formal and informal activities, and through the process of working together to achieve common ends, students, faculty, and administrators may develop better communications, respect, and an appreciation for each other as individuals.

It is with these principles in mind that the center programming board commonly referred to as the Loyola UPB has established the following objectives in cooperation with the Association of College Unions-International: to be a campus center where all members of the university community can meet formally and informally, to provide services and facilities to the university community, to complement the educational goals of the university, providing cultural, social and recreational programs, and to maintain the center as an open forum where all sides of issues can be responsibly aired.

RECREATIONAL SPORTS AND ATHLETICS

The Department of Recreational Sports provides opportunities for Loyola students, employees and alumni to participate in competitive and non-competitive, organized and informal sports and fitness activities. It is the express purpose of Recreational Sports to meet the diverse recreational needs of the university community with a broad based, comprehensive program including intramural sports, extramural sports, club sports, non-credit instructional programs, outdoor adventure programs, open recreation and special interest programs. Students participating in the intramural program or other recreational sports are responsible for ensuring that they are medically able to withstand the rigors of the physical activity in which they plan to engage. Likewise, all students should have sufficient personal injury insurance in the event of an accident.

In February of 1988, the Recreational Sports Complex opened. The facility includes: six multi-purpose courts for basketball, tennis, volleyball, badminton, soccer and floor hockey; five racquetball courts; an Olympic-style natatorium for swimming and diving; a whirlpool; a suspended jogging track; and a weight-lifting/conditioning area. It also has locker rooms, each with a sauna and steam room. Students are admitted free with their university ID card.

In 1991, Loyola University resumed full participation in intercollegiate athletics as a member of the National Association of Intercollegiate Athletics (NAIA), Division II. Men's basketball and baseball will be offered and women's athletics will be developed based on interest. All programs will be non-scholarship with all costs being supported through an athletic fee which was approved by the student body.

CENTER FOR STUDENT LEADERSHIP DEVELOPMENT

The Center for Student Leadership Development offers a wide variety of opportunities for students interested in developing and/or refining skills in leadership. Two academic courses, Organizational Leadership and Leadership Development, are offered through Special Studies. The Resident Assistant Preparation course is offered to students serving as resident assistants in the residence halls.

Workshops on issues affecting student leaders, skill development and programming are offered throughout the year. The Emerging Leaders program is for new students interested in becoming active on campus as a student leader. An annual Student Leadership conference is held in February and the Student Leadership Recognition Banquet is held in April.

The Student Development Transcript program is used to officially document student's involvement in leadership when applying for professional or graduate school or for a professional job. More information can be obtained about any of the Center's offerings by calling the Student Affairs office, 865-3030.

INTERNATIONAL STUDENT AFFAIRS

The Office of International Student Affairs serves the more than 300 international students currently enrolled at Loyola. International students include students with F-1, J-1 or other non-immigrant visas, students who are not citizens of the United States, students whose first language is not English, and students who do not reside within the continental United States.

The primary function is to provide international students with whatever assistance is needed in adjusting to life in the U.S. and at Loyola, whether it involves cultural, linguistic, academic, financial, immigration or personal questions. The office coordinates all university programs for international students. In addition, it serves as the liaison between international students and the various university administrative and departmental offices, agencies of the United States government, foreign governments, and private organizations. All student and exchange visitor immigration matters are handled through this office.

Through a wide variety of programs, the office encourages interaction between international students and the university and local communities. Through this interaction, all participants develop an appreciation of other cultures and of their own and maximize their social, cultural, and academic experience.

The director serves as advisor to the International Student Association, a social and cultural organization. In addition, a file is maintained of study abroad materials for all Loyola students interested in studying in another country. The Loyola University-sponsored health insurance is a requirement for all students whose permanent place of residence is outside the Continental United States. Each admitted student will receive the application and information about this insurance prior to their attendance at Loyola.

LOYOLA INTENSIVE ENGLISH PROGRAM

Loyola Intensive English is a non-credit program specifically designed for persons who wish to learn English as a second or foreign language. It is intended to help those who need to learn, improve or perfect English skills for academic reasons, for job-related reasons or for personal enrichment. The emphasis is on speaking, oral comprehension, reading and writing, but Loyola's special interest is in the integration of these different skills into fluency and competence in English. Loyola's program is compact and personal. Classes are never larger than 15 students, and most classes are

considerably smaller. As a result every student receives a great deal of individual attention.

Loyola's Intensive English offers courses for four hours per day, Monday through Friday. These 20 hours a week of formal classes are supplemented by other language learning activities, such as the tutorial program, language lab, a computer lab, lectures and special activities. Students are individually tested and evaluated at the beginning of each course to determine their present competency in English and are placed at an appropriate level according to their proficiency. Along with evaluations of performance, the Intensive English program provides career counseling and advice about admissions procedures to colleges and universities.

Acceptance to the Intensive English Program does not guarantee further admission to Loyola's regular degree-granting courses of study. Some students may qualify to take regular academic courses along with their Intensive English courses, but must submit applications for admission as regular academic students with their applications for admission to Intensive English. Financial aid is available for students who are American citizens or permanent residents and taking academic courses.

A unique feature of Loyola's Intensive English is the tutor program. Tutors are advanced Loyola students, all native speakers of English, who have special training in language teaching or particular skills in instruction. Students meet with tutors for a minimum of three hours per week. Tutors will develop formal and informal relationships with small groups of Intensive English students and will provide the opportunity for extended conversation and practice in English. The program is coordinated by the Office of International Student Affairs.

THE DEPARTMENT OF PUBLIC SAFETY

In compliance with Louisiana R.S. 17:3351(c) and the Federal Crime Awareness and Campus Security Act of 1990, Loyola University hereby publishes its Campus Crime Awareness Program as administered by the Loyola Department of Public Safety.

The Reporting of Criminal Actions

The Department of Public Safety at Loyola University, is a fully authorized Police Department open 7 days a week, 24 hours throughout the year. The Public Safety Office responds to any and all criminal activity that is brought to its' attention. Such activity is handled in accordance with the guidelines and laws set forth by local, state and federal criminal justice systems. Also there are inhouse phones throughout the campus that are available for use when reporting emergencies and criminal activity by either dialing 911 or the Public Safety extension - 3434.

Campus Law Enforcement

All uniformed officers at Loyola University are P.O.S.T. Certified and commissioned by the State of Louisiana as University Police Officers. Under the authority of Louisiana Revised Statute R.S. 17:1805, officers are empowered to enforce all local and state laws, and have the power of arrest while executing their duties in connection with campus crime. They are also authorized to obtain and execute search warrants and arrest warrants both on and off campus for all crimes committed on campus. all commissioned officers are authorized to carry firearms and must meet the minimum qualifications for firearms training set forth by the Louisiana P.O.S.T. Council. A positive and open working relationship with local and state police agencies is viewed as beneficial to all parties and one in which all agencies work very closely together to control campus crime and address specific problem areas. The

administrative office responsible for security and campus police service is the Office of the Vice President for Student Affairs.

Public Safety Personnel
FULL TIME
1 director
1 investigator
1 crime prevention officer
1 secretary
3 sergeants
3 corporals
14 officers
3 dispatchers
2 shuttle drivers

PART TIME
7 student workers - general clerical

Access to Campus Facilities

Students, faculty and employees at Loyola have access to academic, recreational, and administrative facilities on campus. Access to the residence halls is limited to students and their guests, and is a controlled access system. Access to residence halls by university employees is on an "as needed" basis and incorporates strict key control procedures. The general public may attend cultural and recreational events on campus, however their access is limited to parking lots and the facilities in which these events are held. These areas are patroled by campus police on a 24 hour basis, as well as all other areas of the campus community.

Firearms

The unauthorized possession of firearms, chemicals, fireworks, explosives, knives or other instruments used as weapons is prohibited upon the land owned by the university. Violation of this regulation is cause for disciplinary action up to and including dismissal from the university.

Monitoring Criminal Activities of Off-Campus Student Organizations

The Department of Public Safety of Loyola University has an excellent working relationship and direct radio contact with the Second District of the New Orleans Police Department. This positive relationship and communications link permits us to keep track of all criminal activity off campus in areas where some of our students may live or frequent.

Alcohol and Drugs

The possession, consumption and sale of alcoholic beverages on the Loyola University campus is permitted within the limits prescribed by state and federal laws and in accordance with the specific regulations that have been established by the university. These rules and regulations can be found in the Student Handbook.

The misuse of marijuana and other drugs (drugs in this context include barbituates, amphetamines, cocaine, tranquilizers, LSD compounds, and any and all substances so defined by state criminal law) is a violation of both federal and state laws. Loyola University cannot and will not protect students from prosecution under federal and state laws.

Alcohol and Drug Abuse Education Programs

The Loyola University Alcohol and Drug Education Program offers education, information, and assistance for individuals and groups concerned about substance abuse issues. Counseling, assessment, and referral services are available for individuals. An education group is available for students who have been referred to the program because of disciplinary incidents involving alcohol and drugs. A resource library has been created for students, faculty, and staff which contains books, pamphlets and video tapes addressing a variety of substance abuse issues.

Crime Prevention

Loyola's Public Safety Office has an ongoing Crime Prevention Program designed to inform all students, faculty, and staff members of services and protection that is offered. These programs include lectures during orientations, residence hall meetings, special events (spring break, Christmas, Mardi-Gras, etc.). There is an ongoing dedication to educating the campus community on personal safety, not only while on campus, but also while living and traveling in the local community.

Security Lighting and Maintenance

Loyola University maintains a high level of dedication to ensure a safe environment by providing proper lighting of the campus at night time, along with the trimming of trees and bushes to enhance a safe community. Also during the construction and maintenance of new or existing buildings, proper security measures are installed so as to add to this safe environment.

CAMPUS PARKING

Students may park on-campus by purchasing a parking permit from the Loyola Express Card office located on the lower level of the Danna Center. Visitors may park in the Freret Street Parking Facility by paying an hourly rate or at a paid parking meter. Parking regulations are enforced twenty-four hours every day, weekends and holidays included. Please refer to the Loyola University Student Handbook for a complete listing of parking regulations.

For further information about on-campus parking please contact the Loyola Express Card office at 865-3428.

OFFICIAL UNIVERSITY PUBLICATIONS

UNDERGRADUATE BULLETIN — This publication contains academic information on undergraduate programs. It is published every two years and is available in the Office of Admissions.

GRADUATE BULLETIN — This publication contains academic information on graduate programs. It is published every two years and is available in the Office of Admissions.

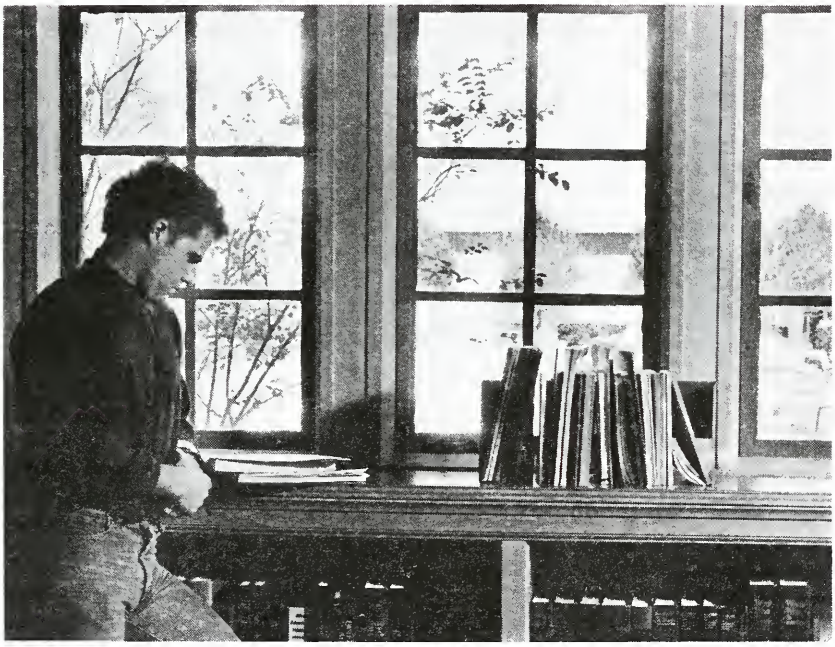
LAW SCHOOL BULLETIN — This publication contains academic information on the School of Law. It is published annually and is available in the Law School Admissions Office.

STUDENT HANDBOOK — This publication contains information on the noninstructional aspects of campus life. Policy on student activities, organizations, and conduct are outlined therein. It is published annually and is distributed during registration and is available from the Student Affairs Office at other times.

COURSE SCHEDULE — This publication lists the course number, department, section, and title in addition to the semester hours, room number, time and day offered, and the instructor. It is published prior to the fall, spring and summer

semesters for early registration and registration and is available in the Registrar's Office.

Students are responsible for securing copies of official university publications which pertain to them and for knowledge and adherence to the policies, regulations, and procedures published therein.



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Francis C. Doyle

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Toya Ann Marie Barnes
Delia Geraldine Bellina
Teresa Ann Bilderback
Aline Breton
Mary Beth Britsch
Patricia Ann Brookey
Paula Brookey Brown
Joycelyn Ann Coffil
Marianne Warren Cossich
John Thomas Curtis
Preston Leon Curtis
Judy Triay Cusimano
Linda Marie Koffskey
Carla Dagro Deckelmann
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Susan Elaine Ellsworth
Brian Francis Geiger
Virginia Brinson Glade
Donna Dearden Goldstein
Edward Michael Graf
Suzanne Noland Hammel
Montrelle Jackson
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Carla Alicia Martinez
Laura Jean McCarthy
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Josephine Nnennaya Okoronkwo
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Anne Harrison Wilder
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Craig Anthony Boudreaux
Byron Christopher Braun
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Clay Gilbert Edward Dixon
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Cum Laude
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Regina Anne Cavola
Alicia Angele Clay
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Srilatha Edupuganti
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Mary Kathryn Garrison
Alisa Loyola Gomez
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Clay Scot Hinrichs
Siobhan Mickal Johnson
Alyce Louise Kahn
Mohamad Jahari Kasiman
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Catherine Clare McGough
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Christian Michael Miltenberger
Maria Cecilia Morales
Victoria Helen Newsomes
Tho Thái Nguyên
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Carla Ann Fox
Cum Laude
Stacey Velita Thompson
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Shannon Lea Trautman

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Cum Laude
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Magna Cum Laude
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Karen Short Kutchera
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Cynthia Steinkamp Michel
Mildred Glasscock Padgett
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Barbara George Slifkin
Cum Laude
Konstance Stampelos
Gertrude Ann Tassin
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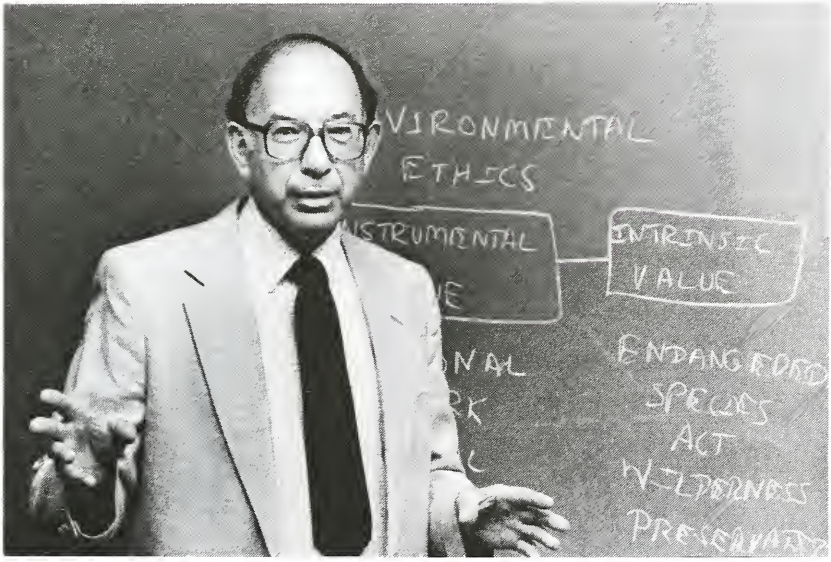

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Salvador Colón
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Judith Louise Coode
Sean Charles Cooper
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Magna Cum Laude
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Teresa Marie Cvengros
Frank Cosmo Dadabo
Duane Paul Darcey
Magna Cum Laude
Andrew Francis Darring
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Magna Cum Laude
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Cum Laude
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Elizabeth Ann DeRouen
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Gerald Joseph Duhon, Jr.
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Marisol Escalante
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Stephen Leon Gardemal
Suzanne Marie Gaudreault
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Aroldo Esduardo Giron
Marc Michael Gisclair

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Michael Peter Guccione
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Leslie Joyce Hadley
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Dorothy Lorraine Haller
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Johnna Danell Harris
Michelle Jauné Harris
Sheila Murigeppa Hattarki
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Marlow Lynn Hazelbaker
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Alina Beatriz Hernàndez
Sharon Elizabeth Heyd
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Steffany Denise Lunn
Daniel James Mailliard
Kenneth Matthew Martinez, Jr.
Cum Laude
Whitney Elizabeth Masse
Franklin Eugene May
Gina Maria McConnell
William Thomas McElroy, Jr.
Shawn Hayward McKee
Magna Cum Laude
Shannon Lyn McLeod
Cum Laude
Dwight Loisel McNamara
Kelly Patrice McNeil
Magna Cum Laude
Maureen Anne McQueen
Jason Burley Meyers
Catherine Elizabeth Miller
Cum Laude
Allison Leigh Monahan
Magna Cum Laude
Scott Bradley Monett
Michelle Therese Moran
Presidential Scholar
Cum Laude
Rebecca Ann Morgan
Michele Marie Morvant
Mark Edward Muckerman
L. Eric Murrell
Andrew Shane Nolan
Jerome Steven Norman
Karen Beth O'Hara
Cum Laude
Michelle LaVon Orlin
Michael Allen Park
Alan Anthony Pascal
Joann Marie Patritti
Laura Marie Pavy
Ignacio Oscar Pendás II
Sabrina Marie Perrault
Tina Denise Pettit
Suzette Monique Peychaud
Magna Cum Laude
Kathrine Michelle Phillippi
Magna Cum Laude
Julie Lynn Phillips
Kenneth Eric Pickering
Donna Swicegood Pisani
Magna Cum Laude
Bonnie L. Powell
Paolo Francis Profumo
Carlos Fernando Quevedo Alvarez
Ligia Esther Quintero
Loreen Patrice Reppel
Philip Eugene Reso
Warren Louis Reuther III
Charles Patrick Reynolds
Jorge A. Riopedre
Cum Laude
Darrick Amaury Rivera
Glenda Lyz Rivera Berríos
Claudia Mary Roche

Melissa J. Rodriguez
Michael Ross Romero
Ronald Steele Ruiz, Jr.
Margaret Brontie Runkle
Sharon Lynn Ryan
Mark Henry Saft
Cum Laude
Christine Santoni
Cum Laude
Michael Joseph Savoy
Michele Rae Schulte
Arthur John Short III
Philip Grant Shupe
Michael Benjamin Sime
Allison Michelle Smith
Douglas Hope Smith
Julie Pollingue Smith
Lori Ann Starzec
Laura Tracy Steinbach
Kerianne Marie Stiegler
Presidential Scholar
Magna Cum Laude
David C. Sussman
Sally Clarice Thibaut
Buffy Ann Thibodeaux
Kathleen Nancy Tighe
Patricia Ann Troyer
Julia Briley van der Lugt
Edmund Campion Vereault
Yvette Marie Vezina
Christopher Todd Vincent
Amy Beth Walraven
Christine Elizabeth Walters
Cum Laude
Elsa Mildred Ward
Cum Laude
Timothy Paul Watson
Marcia Dawn Webb
Magna Cum Laude
Charles Warren Wells
Maria Kay Whittington
Presidential Scholar
Cum Laude
Roy Williams III
Karen Elizabeth Williamson
Valrie Ann Wilson
Amy Joan Wood
Oliver Pierre Yandle
Presidential Scholar
Magna Cum Laude
Serena Fern Yee
Judith Anne Young
Luba Helena Zygarewicz

Bachelor of Science

Monica Enrichetta Agostini
Lynda Marie Albano
Cum Laude
Wanda Anderson
José René Archaga Castro
Sandra Elizabeth Aubert
Dymphna Theresa Barnum
Nicole Maria Baute
Presidential Scholar
Magna Cum Laude
Michelle Lynne Behrens
Karim A. Benitez
Maria Celeste Boyington
Carolyn Theresa Bulte
Sherry Lynne Canepa
Iris J. Chacón
Ratanak Chau
David Christopher Chimento
José Luis Colón Colón
Brenda Ann Connolly
Todd Christopher Constant
Sr. Diane Elizabeth Coughlin
Magna Cum Laude
Rodney Lévert Crenshaw
Lori Ann Cupero
Rachel Teresa Davis
LaTisha Michelle Dendy
Mai Nhu Doan
Janeen Elizabeth Eckert
James Albert Edwards
Laurie Jay Foley
Karen Anne Fritz
Lauren Elizabeth Gagliano
Gretchen Curry Gambel
Lee Hoe Goh
Alan Douglas Harkreader
Magna Cum Laude
Susana Irias
Dawn Denise Jagers
Cum Laude
Michael David Joffe
Rita Jean Kuhnell
Cum Laude
Tien Vu Lang
Magna Cum Laude
Marie Adele LeBeuf
Kimberly Ann Leming
Lorenzo Lorenzo
Will McKnight
Juan Carlos Mena
Paula Yvette Moses
Magna Cum Laude
Elizabeth LeBon Newitt
Samantha Ann Newton
David Scott Nordman
Mochtar Omar
Mellisa Anne Oufnac
Cum Laude
Armando Pastrana, Jr.
Magna Cum Laude
Ana Lucía Quiñónez
Gustavo Adolfo Rodríguez
Cum Laude
Denise Kristin Simoneaux
Presidential Scholar
Summa Cum Laude

Carolyn Denise Smith
Cum Laude
Lisa Reneé Stavola
Jeanne Louise Straub
Magna Cum Laude
Carlos Miguel Suadi
Albert Nicholas Swafford, Jr.
Beata Catherine Uliciansky
Jorge Velarde
Peter David Vizzi
Presidential Scholar
Cum Laude
Justin Isreal Woods
Brett Kevin Woolridge

COLLEGE OF MUSIC

Bachelor of Music

Kimberly S. Conway
John Michael Gros
Marian Joy Koonce
Cynthia Denise Liggins
Kevin Paul Rouchell
Brian McKinley Stratton
Steven Arthur Thomas

Bachelor of Music Education

Laura June Frick
Laurie Ann Gardner
Cum Laude
Archias Julia Gilmore
Lauren Alexandra Harms
Magna Cum Laude
Kathy Lynn Hawkins
Magna Cum Laude
Pamela Elizabeth Heine
Andrea Lee
Kathleen Mary Mirlenbrink
David Patrick Pryor
Glenn Michael Scheuermann
Magna Cum Laude

Bachelor of Music Therapy

Anne Marie Byrne
Perrin Michael Isaac
Kevin Patrick Kelley
Julie Ann Roe
Jeanne Danielle Ross
Celeste Legendre Thompson

Bachelor of Arts

Ronnie Wayne Banks

COLLEGE OF BUSINESS ADMINISTRATION

Bachelor of Business Administration

Ahmad Jafri Abdul Jamal
Awiah Abu Bakar
Geralyn F. Albro
Brent Charles Alexander
Jill Maureen Alleman
Presidential Scholar
Magna Cum Laude
Adolfo Alvarez Calderon Arias
Keith Henry Amato
Nicholas Argentiere
Magna Cum Laude
Amir Ariffin
Marcos Victor Arteaga-Reyes
Khairudon Abdul Azam
Eugenio Luis Balzac
Martha Susan Barker
Philip Andrew Barnhart
Kevin Travis Baroni
Martha Maria Bascuas
John L. Beckman III
Maureen Elizabeth Belin
Cum Laude
Javier Eduardo Beltran
Michael Anthony Bent
Jack Rossner Berlin
Kathy Langenstein Berlin
Cum Laude
Angele Cabrini Bertrand
Ralph Leo Biddy
Tatiana Marie Bilgray
Frances Lora Blair
Magda Rosanne Boiko

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Shannon Sherna Brown
Suzanne Browning
Jacqueline Marie Bruno
Jerry Robert Calcagno
Cum Laude
Tracye Taylor Cantrall
Patrice Ann Cazaux
Nim Fong Doris Chan
Magna Cum Laude
Stephen Gerard Charbonnet
Magna Cum Laude
Shelly Elizabeth Chiappetta
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Cum Laude
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Tanya Maria Jones
Craig Evan Kelly
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Haspahlela Kilau
Cum Laude
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Jacqueline Stephany Labat
John Kepper Lagarde
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Cynthia Michelle Lee
Magna Cum Laude
Henri Alexandre Leveque III
Faith Ann Lieteau
Angelita Lluch-Torres
Wayne Gregory Lockhart
Fei Lee Loh
Cum Laude
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Anne Veronica Malloy
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Presidential Scholar
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Mastura Mansor
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Candy Shaintell McBride
Claire Cecelia McFaul
Melissa Ann McGregor
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Halimatus Sa-diah Mustafa
Mark Houston Myers
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Vasilios D. Pappas
Duncan de Puech Parham II
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Grizelle Elizabeth Pérez Lomba
Anthony Phillip Perniciaro
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Thomas James Rolfes
Laurie Diane Romaine
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Claude Monk Simons IV
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Patricia Ann Sperier
Cherie Elise St. Amant
Sheri Lee Staton
Guerrero Astilla Tablan
Mohd. Amin Tamat
Cum Laude
Edward Anthony Tauriac, Jr.
Ann Ruth Thibodeaux
Geraldine Anne Thomas
Martin Andrew Tinkler
Cum Laude
Elsie Linnette Toro Ramos
Cum Laude
Jean Elizabeth Travers
David Gerard Trepagnier
Joseph Coleman Tullos, Jr.
Elizabeth Blanche Ullo
Harold Joseph Vega, Jr.
Orlando Velázquez
Francisco Javier Vicente
Daphne Victorina Vivas
Anne Marie Webb
Ellen Claire Weeks
Ofelia Lolita Weston
Terry Lee Willhoft
Magna Cum Laude
Nicole Theresa Williams
Wendy May Williams
Deborah Ann Wisnowski
Cum Laude
Joseph Anton Woll
Amir Izham Yahaya
Deborah Inez Young
Melissa Florence Young
Frederick Joseph Zaegel III
Barbara Marlis Zander
Jon Walter Zindel
Cum Laude

Associate of Science in Business Administration

Karen DeVille O'Neill

CITY COLLEGE

Bachelor of Science in Nursing

Donna Marie Albert-Meyers
Tamie Robinson Bressler
Agnes Rosalie Goff Campbell
Faye A. Carbo
Janine Elizabeth Chapman
Cum Laude
Karen Marie Conway
Summa Cum Laude
Daniel Allen Dryer
Willa Bobette Haney
Virginia Hall Harrison
Linda G. Hill
Cum Laude
Cynthia Lou LeCount
Cum Laude
Susan Rebecca Mason
Cum Laude
Jane Ellerbusch Parrish
Patricia Neal Plowden-Cato
Elise Nollenberger Pratt
Sister Margarita Tran
Kathryn Kent Wusthoff
Judy Bourgeois Zeringue

Bachelor of Criminal Justice

Steven Lambert Daffner
Delois Essie Gaines
Eugenié Marguerite Jones-Flot
Clarence Joseph Mitchell III
Valerie Denise Moon
Richard Adair Morgan
Angela Renee Stemley
W. J. Wallace

Bachelor of Liberal Studies

Darnell Derise Dorsey
Harriett Stone Flannery
Cum Laude
Terry Elaine Grimes
Evelyne Marie LeBlanc
James John Lemmon
June Louise Leopold
Janet L. McGreal
Mark Daniel Nosacka
John Edward Parks
Daphne Ann Tauzin
Michael Anthony Triay

Bachelor of Applied Science

Liliana Alejandra Ceron-Matchain
Cum Laude
Lucienne Daigle Christman
Jeanne de la Houssaye
Summa Cum Laude
Lori Ann Dunn
Paul Henry Hickey
Eileen Marie Hite
Summa Cum Laude
Iris Theresa Jackson
David Warren Legendre
Cum Laude
Elizabeth A. Owens
Linda Ann Porrovecchio
Evelyn F. Prejean
Carolyn Vila Randall
Magna Cum Laude
Brian James Rhinehart
John F. Richardson
Willow Howard Rodgers
Pauline Eva Rodriguez
Nicholas Traub

*Graduates who will be commissioned by the U.S. Army as Second Lieutenant

THE STORY OF LOYOLA UNIVERSITY

The Jesuits were among the earliest settlers of New Orleans and Louisiana. A Jesuit chaplain accompanied Iberville on his second expedition, and the fathers are credited with introducing the growing of sugar cane to Louisiana, paving the way for one of the state's prime industries. They probably brought this from their West Indies farms and planted it on the plantation they bought from former Governor Bienville in 1725. This tract, used by the fathers as a staging area or supply base for their activities in ministering to the needs of settlers and Indians in the up-country, was located "across the common" (now Canal Street), running along the Mississippi River to what is now Jackson Ave. When the Jesuit order was banned from the French colonies in 1763, the land was sold at public auction.

The city's leaders, including Bienville, had long hoped for a Jesuit college. After the Jesuit order was restored, the Bishop of New Orleans implored the Jesuits in France to come to the city. In 1837 seven Jesuit priests arrived. After weighing several sites, they decided that Grand Coteau, in St. Landry Parish, was a better site for their boarding college than the fever-ridden city.

Meanwhile, New Orleans continued its dramatic growth, despite yellow fever. The desire for a Jesuit college here intensified in both the citizens and the fathers. In 1847 the priests bought a small piece of the same land they had owned nearly a century before, and in 1849 the College of the Immaculate Conception opened its doors at the corner of Baronne and Common Streets.

This college became a well established and beloved institution. As the city grew, however, it became obvious to Rev. John O'Shanahan, S.J., superior general of the province, that the downtown area would become too congested for a college. He began looking for a suburban site.

The Cotton Centennial Exposition in 1884 had given impetus to the development of the uptown section of the city, especially around Audubon Park. This area was reached by the New Orleans and Carrollton Railroad which ran from Lee Circle to the City of Carrollton on the present roadbed of the St. Charles streetcar line. Father O'Shanahan learned that a large site directly across from the park was available. This was the site of the Foucher Plantation, owned by Paul Foucher, son of a New Orleans mayor and son-in-law of Etienne de Bore, famed as the granulator of sugar from cane syrup.

The entire Foucher site was offered to Father O'Shanahan for the sum of $75,500. It included the land now occupied by Loyola and Tulane universities, Sophie Newcomb College, and Audubon Place. The priest's advisors dissuaded him from purchasing this lest the acquisition of such a large tract bring on the charge of commercialism. He acceded, but said later he wished he had not since he could have within 10 days sold enough of the property "to pay for the entire tract I bought and to put aside a sinking fund for the education of our young men."

The section of the Foucher estate Father O'Shanahan bought in 1886 fronted on St. Charles and ran approximately to the Claiborne canal. It was purchased with the assistance of Chief Justice Edward Douglass White, a Jesuit alumnus, and the Brousseau family.

The price was $22,500, paid in three installments at six percent interest. On the day the act was signed, the fathers were offered $7,500 more for the property.

In May 1890 the parish of Most Holy Name of Jesus was established for the area. Rev. John Downey, S.J., was the first pastor. A frame church, known affectionately among Orleanians as "Little Jesuits," was built, and Mass was celebrated in it in May 1892.

In 1904, the long-planned Loyola College, together with a preparatory academy, opened its doors. First classes were held in a residence located to the rear of the church on what is now Marquette Place. First president was the Rev. Albert Biever, S.J., who was appointed by the provincial, Rev. William Power, S.J.

The college grew steadily. Father Biever promised and did give a holiday when the student body reached 50. In 1907 Father Biever called a meeting of prominent Catholic laymen to plan for a new building. Acting chairman was W. E. Claiborne. Out of his group grew the Marquette Association for Higher Education with B.A. Oxnard as chairman. In 1910, this group, with the assistance of its ladies auxiliary, was responsible for the building of Marquette Hall, queen of Loyola's buildings and centerpiece of its campus horseshoe.

Strongly encouraged by Archbishop Blenk and prominent New Orleanians, the Jesuits and the Marquette Association had several years previously begun to make plans for expansion to a university.

In 1911, the Jesuit schools in New Orleans were reorganized. Immaculate Conception College became exclusively a college preparatory school and was given the preparatory students of Loyola College. The downtown institution relinquished its higher departments — what are now known as college programs — to Loyola, which was in the process of becoming a university.

On May 28, 1912, a bill was introduced in the Louisiana Senate by Senator William H. Byrnes, Jr. of Orleans Parish which proposed to grant a university charter to Loyola. It was passed unanimously and sent to the State House of Representatives. There was some backstage opposition and Father Biever, fearing a fatal snag, made an impassioned speech to the house. The bill passed and on July 10, 1912, the governor signed the act authorizing Loyola to grant university degrees.

Under the direction of the dynamic Father Biever and with the advice and financial support of New Orleans citizens, the new university grew dramatically. Thomas Hall, residence for the fathers, was dedicated in 1912. The new church known as the McDermott Memorial, with its soaring tower arose in 1913.

In that year also the New Orleans College of Pharmacy, incorporated in 1900 by its founder, Dr. Philip Asher, chose to affiliate with Loyola. In 1919 the college merged completely with the university. The college was discontinued in 1965.

The School of Dentistry was organized in 1914 with Dr. C. Victor Vignes as first dean. First classes were held in Marquette Hall. The school was transferred to Bobet Hall when that building was completed in 1924. The college was phased out between 1968 and 1971 and picked up a class a year by the Louisiana State University Medical Center.

The School of Law was also established in 1914 with Judge John St. Paul as founding dean. First classes were held at night in Alumni Hall near the College of Immaculate Conception. However, after the first year they were moved to the new university. In 1973, the Law School moved into an ultra-modern building specifically designed for that purpose.

Dr. Ernest Schuyten had founded the New Orleans Conservatory of Music and Dramatic Art in 1919. It was first located at Felicity and Coliseum Streets and later moved to Jackson Ave. and Carondelet St. It was incorporated into Loyola University in 1932 as the College of Music. The next year it moved to its present home on campus with Dr. Schuyten as dean.

From 1926 to 1947 a four year degree program leading to a bachelor of science degree in economics was offered by the College of Arts and Sciences. In 1947 the department of commerce of the College of Arts and Sciences expanded into the full-fledged College of Business Administration granting a bachelor of business administration degree. The college moved into Stallings Hall shortly thereafter. Dr. John V. Conner was the first dean. In 1950, the college was admitted to associate membership in the American Assembly of Collegiate Schools of Business, and in 1957, the college was admitted to full membership. In 1983 the College was renamed the Joseph A. Butt, S.J. College of Business Administration in honor of Jesuit priest who taught generations of Loyola business students. The College moved to Miller Hall, its present home, in 1986.

The university thus has a colorful and distinguished history marked by the zeal and scholarship of the Jesuit fathers and the valued advice and support of leading citizens of New Orleans. Hundreds of the city's top leaders received their education from the Jesuits at Loyola University, or its predecessor, the College of the Immaculate Conception. Teachers, scientists, attorneys, pharmacists, musicians, and business executives call Loyola their alma mater.

Loyola has a colorful sports history. The doubledecker stadium on Freret St. was the scene of exciting football games, including the first collegiate night game in the south. Olympic and national champions have worn the maroon and gold. Intercollegiate athletics was discontinued in 1972.

Loyola in 1964 completed major physical plant expansion with the dedication of three new buildings, a 404-student residence hall, a university center named Dr. Joseph A. Danna Student Center," and a central heating cooling plant. In 1967 Buddig Hall, a 412-student women's residence, was dedicated.

In 1969, the university completed the largest academic structure in its history, the 180,000-square-foot J. Edgar Monroe Memorial Science Building. This impressive structure houses science oriented departments.

In 1984, the university purchased the 4.2-acre Broadway campus, formerly the campus of St. Mary's Dominican College. The Broadway campus, located on St. Charles Avenue at Broadway, is a few blocks from Loyola's main campus. Major renovations were completed to two existing buildings in 1986, creating modernized housing for the School of Law and Law Library.

In 1986, a 115,000-square-foot Communications/Music Building was dedicated. The building, constructed on the corner of St. Charles Avenue and Calhoun Street, houses the Communications Department and the College of Music. The building boasts, in addition to the latest technology for broadcasting and music studios, the 600-seat Louis J. Roussel Performance Hall.

The six-level Recreation Sports Complex was dedicated in February, 1988. The RecPlex includes two floors of racquetball, tennis, basketball and volleyball courts; a natatorium with diving pool, whirlpool, sauna and steam room; an elevated jogging track and weight room. The building also houses a four story parking garage.

In 1989, historic Greenville Hall on the Broadway campus was renovated to provide office space for the Division of Institutional Advancement (constituent/alumni/parent relations, development, university relations and publications). This outstanding Italianate structure was built in 1892 for St. Mary's Academy, a girls' school established in 1861 by Dominican nuns from Cabra, Ireland. In 1864 when the nuns acquired the property on which the building sits, the area was known as the village of Greenville, a community which was annexed the the City of New Orleans in 1870. In 1910, the academy became St. Mary's Dominican College. In 1984, the

same year Loyola bought the Broadway campus, Greenville was designated by the Orleans Parish Landmarks Commission.

Loyola's Broadway campus today also includes Cabra Residence Hall and the Visual Arts Building.

Loyola is the largest Catholic university south of St. Louis in an area extending from Arizona to Florida. It is open to students of all faiths.

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ACADEMIC CALENDAR

University-Wide

FALL SEMESTER 1991

August

14	Wednesday	New Students Arrive and President's Convocation
15-20	Thursday-Tuesday	Orientation for New Undergraduate Students
16	Friday	Registration for Law School Freshmen
19	Monday	Registration for Evening and Graduate Students and for Law School Upperclassmen Freshmen Law Classes Begin
20	Tuesday	Registration for Undergraduate Day Division Students Drop/Add for Enrolled Students Upperclassman Law Classes Begin
21	Wednesday	Undergraduate and Graduate Classes Begin
22	Thursday	Late Registration and Drop/Add for a Fee Begin
23	Friday	Last Day to be Admitted and Registered
27	Tuesday	Last Day to Drop/Add
29	Thursday	Mass of the Holy Spirit

September

2	Monday	Labor Day Holiday
30	Monday	Loyola Day Holiday for Day Classes

October

23	Wednesday	Last Day to Withdraw
28 - 11/10	Monday-Friday	Spring 1992 Early Registration

November

1	Friday	All Saints Day Holiday
27	Wednesday	Last Law School Classes
27 - 29	Wednesday - Friday	Thanksgiving Holidays for Undergraduate and Graduate Students
28 - 29	Thursday - Friday	Thanksgiving Holidays for Law Students

December

2	Monday	Classes Resume
3	Tuesday	Last Evening Classes
3 - 4	Tuesday-Wednesday	Continued Early Registration
4	Wednesday	Last Day Division Classes
4 - 12	Wednesday-Thursday	Evening Division Examinations
4-16	Wednesday - Monday	Law School Examinations
6 - 12	Friday-Thursday	Day Division Examinations

SPRING SEMESTER 1992

January		
9	Thursday	President's Convocation
10	Friday	Registration for Law Students
12	Sunday	New Students Arrive
13	Monday	Registration for Evening and Graduate Students Orientation for New Undergraduate Students Law Classes Begin
14	Tuesday	Registration for Undergraduate Day Division Students Drop/Add for Enrolled Students
15	Wednesday	Undergradute and Graduate Classes Begin
16	Thursday	Late Registration and Drop/Add for a Fee Begin
17	Friday	Last Day to be Admitted and Registered
20	Monday	Martin Luther King, Jr.'s Birthday Holiday
22	Wednesday	Last Day to Drop/Add
March		
2 - 6	Monday - Friday	Mardi Gras Holidays
9	Monday	Classes Resume
April		
3	Friday	Last Day to Withdraw
6 - 15	Monday-Wednesday	Summer/Fall 1992 Early Registration
16 - 20	Thursday - Monday	Easter Holidays for Undergraduate and Graduate Students
16 - 17	Thursday - Friday	Easter Holidays for Law Students
20	Monday	Classes Resume for Law Students
21	Tuesday	Classes Resume for Undergraduate and Graduate Students
24	Friday	Last Law School Classes
29-5/11	Wednesday - Monday	Law School Examinations
May		
4	Monday	Last Day Division Classes Last Evening Division Classes
1, 4	Friday, Monday	Continued Early Registration
5 - 11	Tuesday-Monday	Evening Division Examinations
6 - 12	Wednesday-Tuesday	Day Division Examinations
15	Friday	Law School Baccalaureate Mass
16	Saturday	Law School Commencement
17	Sunday	University Baccalaureate Mass
18	Monday	Commencement for Colleges of Arts and Sciences, Music, Business Administration, City College, and Graduate Division

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ADMISSIONS DEADLINES

Fall Semester: August 1
Spring Semester: January 1

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